

DOCUMENT RESUME

ED 154 125

CE 014 957

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TITLE Career Awareness/Exploration Curriculum Kit. Grades 4-8. Program Four.
INSTITUTION Marion County Intermediate Education District, Salem, Oreg.
SPONS AGENCY Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
PUB DATE [77]
GRANT 24-000-161
NOTE 166p.; Some pages may reproduce poorly due to colored paper; For related documents see CE 014 951-960 and CE 014 942
AVAILABLE FROM Continuing Education Publications, P.O. Box 1491, Portland, Oregon 97207 (\$49.95 for each K-3 and 4-8 set)
EDRS PRICE MF-\$0.83 HC-\$8.69 Plus Postage.
DESCRIPTORS *Career Awareness; *Career Education; *Communication Skills; Course Objectives; *Creative Development; Curriculum Guides; *Decision Making Skills; Indexes (Locaters); Intermediate Grades; Junior High Schools; *Learning Activities; Occupations; Performance Criteria; Resource Materials; Role Perception

ABSTRACT

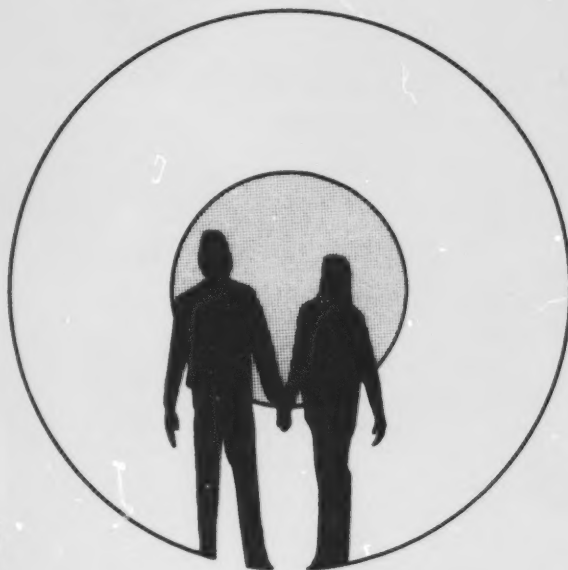
Designed for integration into existing school curriculum, this is the fourth in a series of five career education curriculum kits for teachers of grades 4-8. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "The students will develop skills in decision making, communicating, and creating as related to the world of work." For this goal, four course goals are listed accompanied by suggested performance indicators. Thirty-six appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades K-3.) (JH)

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ED154125

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES 4-8



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SPECIALIZATION PREPARATION EXPLORATION AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

DE-014 957

The Career Awareness/Exploration Curriculum
Kit was developed under the direction of the
Career Development Team of the Oregon Depart-
ment of Education.

The Career Awareness/Exploration Curriculum
Kit is distributed by:

Continuing Education Publications
1633 S.W. Park Avenue
P.O. Box 1491
Portland, Oregon 97207

(503) 229-4843

ACKNOWLEDGEMENTS

The Career Awareness/Exploration Curriculum Kits (Grades 4-8) are the result of the generous and professional efforts of many persons.

The curriculum materials were developed by selected educators from various school districts within the State in conjunction with the Oregon Department of Education. The members of the writing team were:

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This project was developed under contract for the Instruction Division-Career Education, Oregon Department of Education, under the authority of the Vocational Education Act of 1963, as amended in 1968. Questions regarding use, reproduction, or availability of these materials should be addressed to the Curriculum Coordinator, Oregon Department of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310

PILOT TESTING

Several school districts were included in the field testing of the Curriculum Kits, involving approximately 2100 students in Grades 4-8. The participating teachers were:

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Sharon Hosford
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Melanie Waterman

Beaverton School District:

Whitford Junior High
Vose Elementary
Raleigh Park Elementary
Whitford Junior High
Sunset Valley Elementary

Rick Gano
Chris Hesterman
Daryl Jacobson
Claudia Kroese
Jim Leary

Canby School District:

Canby Junior High
Canby Junior High
Canby Junior High
Canby Junior High
Canby Junior High

Vic Bresko
Chuck Calley
Walt Campbell
Archie Flood
Bob Greene
Andrew Johnson
Lynn Kindred
Jim Partridge
Eunice Pemberton
Evelyn Smith
Abbie Sullivan
Carl Wilson

Coquille School District:

Washington Elementary
Lincoln Elementary
Coquille Valley Middle School
Jefferson Elementary
Fairview Elementary
Coquille Valley Middle School
Lincoln Elementary
Lincoln Elementary
Washington Elementary
Lincoln Elementary
Jefferson Elementary
Coquille Valley Middle School

David Maze
Ed McMahon

David Douglas School District:

Earl Boyles Elementary
Lincoln Park Elementary

Kermit McLamore
Evelyn Moore
Del Nusbaum
Dorothy Orey
Jim Skibby
Judy Surroz
Darwin Wolber

Grants Pass School District:

South Junior High
South Junior High
Highland Elementary
Lincoln Elementary
Washington Elementary
Allen Dale Elementary
Riverside Elementary

Mary Ramsey

Gresham School District:
Powell Valley Elementary

Dave Bullock
Kathryn Compton
LaVanne Dimmick
Marilyn Lejk
John Loffer
Pat Moreman
Jean Phifer

Junction City School District:
Central Elementary
Central Elementary
Central Elementary
Central Elementary
Laurel Elementary
Central Elementary
Laurel Elementary

Marna Parman
Laurie Peterson
Katy Sauber

Oregon City School District:
Mt. Pleasant Elementary
Mt. Pleasant Elementary
Mt. Pleasant Elementary

Bobbie Attebery
Mike Burkick
Dwain Estes
Sharon Garr
Lil Hosman
Joe Inglesby
Kathy Laird
Marcella Othus

Parkrose School District:
Heights Junior High
Thompson Elementary
Sacramento Elementary
Shaver Elementary
Russell Elementary
Prescott Elementary
Heights Junior High
Fremont Junior High

Steve Battles
Mary Johnson

Reynolds School District:
Rockwood Intermediate School
Glenfair Elementary

Harry Berkheimer
Joanne Borsberry
Diane Butler
Sybl McLeod
Mrs. D. Ramsdell
Janeen Heater
(Student Teacher)

Salem School District:
Lake Labish Elementary
Salem Heights Elementary
Salem Heights Elementary
McKinley Elementary
McKinley Elementary
McKinley Elementary

Dave Carman
Ann Cully
Layton Fletcher
Chris Johnson
Gail Keffer
Gary Kessler
Steve Morelock
Tom Roberts
Doris Sherk

Springfield School District:
Moffitt Elementary
Yolanda Elementary
Yolanda Elementary
Springfield Junior High
Brattain Elementary
Brattain Elementary
Yolanda Elementary
Springfield Junior High
Yolanda Elementary

Madelyn Alexander
Rick Cantrell
Barbara Caviness
Phil Erickson
Lorraine Gabel
Steve Hansen
Dick Kessler
Leona Magill
Chris Markland
Geraldine Morelli
Dale Skiles
Dorothy Specht
Judith Surroz
Faye Whitesell
Roberta Wilson
Vincent Zanolelli

Wasco County:

Chenowith Middle School
Dufur Elementary
Maupin Elementary
Chenowith Middle School
Tygh Valley Elementary
Tygh Valley Elementary
Chenowith Elementary
Chenowith Middle School
Petersburg Elementary
Maupin Elementary
Wamic Elementary
Chenowith Middle School
Chenowith Middle School
Chenowith Middle School
Mosier Elementary
Petersburg Elementary

Special recognition goes to those persons who helped to facilitate the fruition of our efforts. They are:

Sam Allen
Bill Bell
Bill Boismier
Dale Bunnell
Vincent Canovelli
Dale Davis
Evan Ellis
Wyman Faircloth
Joyce Graves
Karolyn Kern
Dallas Lommen
Sonya McDowell
Ron Olson
Denny Peterson
Al Pfahl
Terry Schmadeka
Barbara Weigel
Don Williams
Steven Yates

Oregon State University
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Petersburg School District
Oregon City School District
Dufur School District
Maupin School District
Department of Education
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Coos County I.E.D.
Chenowith School District
Clackamas County I.E.D.
Tygh Valley School District
Manpower, Inc.
Canby School District
Wamie School District

CONTENTS

	Page
I. FOREWORD	1
II. PROJECT OVERVIEW	3
III. Curriculum Kit Organization	
UNDERSTANDING A GOAL-BASED CURRICULUM	4
IV. CLASSROOM IMPLEMENTATION/UTILIZATION	6

Developed by:

Dan Grimes, Oregon Department of Education
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FOREWORD

CAREER EDUCATION THE OREGON WAY

- is one of the dynamic forces in Oregon's schools.
- is for all students and includes all occupations.
- enriches the total curriculum.
- helps students identify the relationship between their school experiences and what they need to meet the challenges of life.
- is the delivery system which helps students develop the competencies needed to function in the producer life role.
- happens most effectively when basic career concepts are used throughout the entire school program.
- is the result of school and community cooperation in providing learning experiences for students.
- is based on student needs which lead to long-range planning, local community and citizen involvement.
- provides students with the necessary skills and self-confidence which will enable them to cope with their life roles.

Career education is an integral part of the total educational program. Each person functions in several roles in his or her lifetime. Career education focuses on the producer role, providing career awareness, exploration, preparation, specialization and support for the other life roles.

CAREER AWARENESS promotes learning about careers and the changing world of work, kindergarten through adulthood. Students are encouraged to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner and consumer. Through career awareness, students will:

Gain knowledge of many occupational careers available.

Develop awareness of self in relation to occupational areas.

Develop wholesome attitudes toward work and society.

Learn to respect and appreciate workers in all fields.

Make some tentative choices of career clusters to explore during middle school years.

CAREER EXPLORATION can begin as early as 4th grade, is emphasized in grades 7-10, and continues through adulthood. Career exploration encourages students to explore the world of work through the experience of activities related to specific careers. Through career exploration, students will:

Determine interests, abilities and aptitudes.

Explore and try some of the key occupational areas.

Become familiar with occupational career "clusters"* or "families" of occupations.

Develop an awareness of the processes involved in decision-making.

Make meaningful decisions.

By the end of the 10th grade, make a tentative career choice and a plan for further study.

*A "cluster" is a group of occupations that have similar skills and knowledge.

PROJECT OVERVIEW

Many school districts throughout the State of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The 4-8 Career Awareness/Exploration Curriculum Kit is designed to meet that need.

The Kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

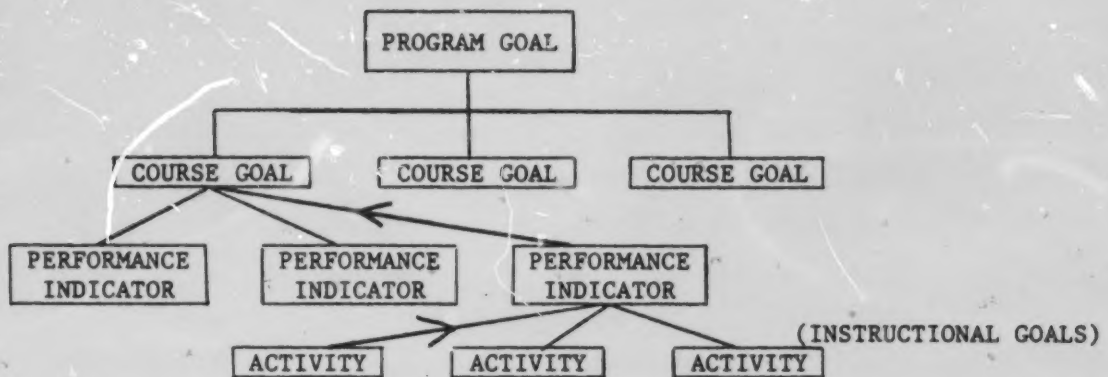
The curriculum materials were developed by a team of six writers from throughout the State during the summer of 1976.

Field testing of the materials was begun in October, 1975, and concluded June 1, 1976. Eighty-five teachers selected from twenty field testing sites around the State participated, involving 2100 students in grades 4-8.

From the results of the field testing, the team worked on revising the Kit. The reprinting and marketing of the product will commence in October, 1976.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum:



- A. One activity meets one course goal.
- B. One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to

indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The instructional goal is the actual activity in which the student participates in order to accomplish the performance level indicated by the performance indicator or determined by the instructor.

The entire system is a hierarchy by which the teacher can assess through actual classroom activities the final outcome of their efforts.

Within this package, the teacher may select a single activity and, by the completion of this activity, the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will, however, be necessary for the teacher to present a minimum of one activity from each course goal in order to meet the minimum expectations of the program goal.

CLASSROOM IMPLEMENTATION/UTILIZATION

These materials are designed to be used by classroom teachers in grades 4-8. It is hoped that teachers will alter or adapt the activities to suit their own classroom needs and the needs of their students. It is for this reason that the grade levels, size or grouping, subjects, times, etc. listed on each activity are only suggestions. It is hoped that the activities can serve as a catalyst for teachers to expand and develop their own activities and ideas.

Many activities contain handouts that can be duplicated for student use. These, too, can be altered or expanded to meet particular needs.

Most of the activities require students to be actively involved in communicating, decision-making, or manipulating and using a variety of materials with others.

Often skills and concepts contained in an activity can or should be done more than one time with a given group of students, especially communication or decision-making skills such as rank-ordering or group decision-making. In some cases, it is desirable for an activity to be used more than one time or repeated at different grade levels, either in the original or an altered form.

Even though these activities are designed to be used by teachers with a minimum of outside assistance, it is strongly recommended that all teachers be in-serviced prior to using the materials. In-service can be arranged for by contacting Dan Grimes, Career Education Specialist, State Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310; phone: 378-3597.

Awareness/Exploratory Curriculum Kit

Index

Developed by:

Career Awareness/Exploration
Writing Team

CONTENTS

	Page
*Activity and Skills Cross Referenced Checklist For Program Goal 1 (Kit #1)	1
*Activity and Skills Cross Referenced Checklist For Program Goal 2 (Kit #2)	2
*Activity and Skills Cross Referenced Checklist For Program Goal 3 (Kit #3)	3
*Activity and Skills Cross Referenced Checklist For Program Goal 4 (Kit #4)	4
*Activity and Skills Cross Referenced Checklist For Program Goal 5 (Kit #5)	6
 **Program Goals Index	
Index For Program Goal 1 (Kit #1)	7
Index For Program Goal 2 (Kit #2)	8
Index For Program Goal 3 (Kit #3)	9
Index For Program Goal 4 (Kit #4)	11
Index For Program Goal 5 (Kit #5)	13

*All Cross Referenced Checklists (One for each program goal) are included in each kit for the teachers' convenience in previewing the material.

**All Program Goals are included in each kit for the teachers' convenience in previewing the material.

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # <u>1</u> Student will identify and develop attitudes about the world of work.		Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
Activity Number	Title											
1.1.1.1	Worker Classification	4-5	X	X	X	X	X	X	X	X	X	
1.1.1.2	Data - People - Things	6-8	X	X	X	X	X	X	X	X	X	
1.1.1.3	Inquiry	4-8	X	X	X	X	X	X	X	X	X	
1.1.2.1	Needs Bingo	4-6						X				
1.1.2.2	Family Needs & Workers	6-8						X				
1.1.2.3	Community Needs	7-8		X			X	X				H.Ec
1.1.3.1	"Who Needs It?"	4-6	*	*	*	*	X	X	*	*	*	*Adapt-able
1.1.3.2	Occupations Fulfill Societal Needs	6-8						X				
1.1.3.3	Productive Work and Needs	7-8	*	*	*	*	*	X	*	*	*	"
1.2.1.1	Why People Work	4-5					X	X				
1.2.1.2	Parent Interviews	4-6					X	X			X	
1.2.1.3	Worker Interviews	6-8	X				X	X				
1.2.2.1	Observing Worker Attitudes	4-5					X		X			
1.2.2.2	Role-Playing Task Attitudes	4-6					X		X			
1.2.2.3	Working Conditions Survey	6-8					X		X			
1.2.3.1	Rank Order School Responsibilities	4-8					X					
1.2.3.2	Rating Work Habits	4-5					X		X			
1.2.3.3	Evaluating Personal Work Attitudes	4-8					X		X			
1.3.1.1	Job Card Relay	4-6					X	X				
1.3.1.2	Computer Question/Answer Activity	4-6					X					
1.3.1.3	Economic "Disaster" Project	6-8	X				X	X			X	Econ-omics.
1.3.2.1	Leisure Time Activity	4-6					X	X			X	
1.3.2.2	Colonizing A New Planet	4-8					X	X			X	
1.3.2.3	Shipwreck Activity	4-8					X	X				
1.3.3.1	Helping Hands	4-6						X				
1.3.3.2	Tracing A Product	4-6						X				Econ-omics
1.3.3.3	Building A Community	4-8						X				Econ-omics

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 2 Students will acquire knowledge about the world of work.

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
2.1.1.1	Providing Goods & Services/Teachers for	4-8	X	*	*	*	*	X	*	*	X	*Adaptable
2.1.1.2	Producing a Marketable Product	4-8	X	*	*	*	*	X	*	*	X	"
2.1.1.3	Production, Consumption, Distribution Spelling Bee	7-8						X				
2.1.2.1	School Occupational Survey	4-6	*	*	*	*	*	X	*	*	*	"
2.1.2.2	Occupational Role Playing	4-6	X	X	X	X	X	X	X	X	X	
2.1.2.3	Observational Work Experience	7-8	X	X	X	X	X	X	X	X	X	
2.1.3.1	Active Participation in Economic Roles	4-5						X			X	
2.1.3.2	Economic Roles and the Identification of Workers	6-8		X	X			X				
2.1.3.3	Marshmallow-Pick Production Game	7-8	*	*	*	*	*	X	*	*	*	*Adapt H. Ed.
2.2.1.1	Life Roles	4-6						X				
2.2.1.2	Personal Pie Graph	4-8	X					X				
2.2.1.3	Life Role Coat-of-Arms	4-8							X		X	
2.2.2.1	Effect of Business Closure	4-5						X	X			Economics
2.2.2.2	Supply and Demand Game	5-8	X					X				"
2.2.2.3	Wheat Market Game	6-8	X					X				"
2.2.3.1	Working Women	4-8	X					X				"
2.2.3.2	Discrimination Activity	4-8					X	X	X			
2.2.3.3	Youth and the Economy	6-8					X					"
2.3.1.1	Student Jobs in Schools	4-6						X				"
2.3.1.2	Field Trip: Work Observation	6-8					X	X				"
2.3.1.3	Community Training Sources	7-8						X				"
2.3.2.1	Job Training Interview	4-8					X	X				
2.3.2.2	Job Market Explanation	6-8					X	X				
2.3.2.3	High School Course Planning	7-8							X			
2.3.3.1	Job Pictures	4					X					
2.3.3.2	Equal Employment for Men & Women	4-6					X		X			
2.3.3.3	Job Qualifications	7-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS

CHECKLIST

Program Goal # 3		Students will identify their individuality and continue to develop a relationship with occupational roles.		Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
Activity Number	Title													
3.1.1.1	Identifying Worker Characteristics			4-6					X	X	X		X	
3.1.1.2	Rank Ordering Student Characteristics			4-8	X	X	X	X	X	X	X	X	X	
3.1.1.3	Value Situations			4-8	X	X	X	X	X	X	X	X	X	
3.1.2.1	Personal Characteristics			4-6	X	X	X	X	X	X	X	X	X	
3.1.2.2	Job Characteristics & Values			6-7			X			X	X			
3.1.2.3	Personal Journal			6-8					X		X			
3.1.3.1	Personal Characteristics Pantomime			4-6		X			X	X	X			
3.1.3.2	"Self" Collage			4-8					X	X	X		X	
3.1.3.3	Personal Values & Characteristics of Life Styles			7-8						X	X			Consumer Ed.
3.2.1.1	Butterfly Construction			4-5					X				X	
3.2.1.2	Worker Absenteeism			4-6					X					
3.2.1.3	Effects of Absenteeism			7-8					X					
3.2.2.1	Classroom City Government Organization			4-6					X	X				
3.2.2.2	Interview Characteristics			6-8					X					
3.2.2.3	Resource Speaker Interview			7-8					X					
3.2.3.1	Holiday Assembly Line			4-6					X				X	
3.2.3.2	Calendar Assembly Line			4-6									X	
3.2.3.3	Discussing Repetitive and Non-repetitive Jobs			7-8					X					
3.3.1.1	Job Skills & School Subjects			4-6	X	X	X	X	X	X	X	X	X	
3.3.1.2	Ranking Jobs			6-8					X		X			
3.3.1.3	Matching School Subjects With Jobs			6-8	X	X	X	X	X	X	X	X	X	
3.3.2.1	Identifying Current Job Skills								X				X	
3.3.2.2	Skill Demonstration			4-8				X						Industrial Art
3.3.2.3	Occupational Research & / Activity Challenge			6-8					X					
3.3.3.1	Could This Be You?			4-6					X				X	
3.3.3.2	Occupational Mobile			4-6					X				X	
3.3.3.3	Creative Writing Activity			4-8					X					

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 4 Students will develop skills in decision-making, communicating, and creating, as related to world of work		Grade Level	Math	Health	Science	Phys. Ed.	Language	Arts	Social Studies	Guidance	Music	Art	Other
Activity Number	Title												
4.1.1.1	Rank Ordering	4-8	X	X	X	X	X	X	X	X	X	X	
4.1.1.2	"Lost On The Moon"	5-8	X	X	X	X	X	X	X	X	X	X	
4.1.1.3	"Life Discovered on a Far Away Planet"	4-8	X	X	X	X	X	X	X	X	X	X	
4.1.2.1	"Decisions Decisions"	4-6	X	X	X	X	X	X	X	X	X	X	
4.1.2.2	Expert Decision-Makers	6-8	X	X	X	X	X	X	X	X	X	X	
4.1.2.3	Career Analysis	6-8	X	X	X	X	X	X	X	X	X	X	
4.1.3.1	Identifying Tasks of Skilled and Unskilled Workers	4-6					X	X					
4.1.3.2	Education and Training for Entry Level Employment	6-8	X	X	X	X	X	X	X	X	X	X	
4.1.3.3	Forecasting for Employment	7-8	X	X	X	X	X	X	X	X	X	X	
4.2.1.1	Drawing Relay	4-8	X	X	X	X	X	X	X	X	X	X	
4.2.1.2	Negotiations	4-8	X	X	X	X	X	X	X	X	X	X	
4.2.1.3	"5 Square"	4-8	X	X	X	X	X	X	X	X	X	X	
4.2.2.1	"Happy Face"	4-6	X	X	X	X	X	X	X	X	X	X	
4.2.2.2	Communications Riddles	6-8	X	X	X	X	X	X	X	X	X	X	
4.2.2.3	Problems, Concerns & Conflicts in Communication	4-8	X	X	X	X	X	X	X	X	X	X	
4.2.3.1	Communications Collage	4-6	X	X	X	X	X	X	X	X	X	X	
4.2.3.2	Observation & Communication	4-8					X						
4.2.3.3	Observing Communications of People at Work	6-8					X	X					
4.3.1.1	Occupations Bulletin Board	4-6					X	X					
4.3.1.2	Dramatizing Work Decisions	6-8	*	*	*	*	X	X	*	*	*	*	* Adapt-able
4.3.1.3	Gaining Information from Speakers	6-8	X	X	X	X	X	X	X	X	X	X	
4.3.2.1	Role-Playing Value Conflicts	4-8	X	X	X	X	X	X	X	X	X	X	
4.3.2.2	"Win As Much As You Can"	6-8	X	X	X	X	X	X	X	X	X	X	
4.3.2.3	"The Choice Is Yours"	7-8	X	X	X	X	X	X	X	X	X	X	
4.3.3.1	Class Assignment: Decision-Making	4-8	X	X	X	X	X	X	X	X	X	X	
4.3.3.2	Career Decisions & Training	7-8	X	X	X	X	X	X	X	X	X	X	
4.3.3.3	Career Decision Forecasts	8					X	X					

Program Goal # 4

5

CAREER AWARENESS/EXPLORATION CURRICULUM KIT (Grades 4-8)
CROSS REFERENCE SKILLS
CHECKLIST

Program Goal # 5 Students will develop physical and mental skills related to occupational roles

Activity Number	Title	Grade Level	Math	Health	Science	Phys. Ed.	Language Arts	Social Studies	Guidance	Music	Art	Other
5.1.1.1	Interviewing for Classroom Jobs	4-6	X	X	X	X	X	X	X	X	X	
5.1.1.2	Choosing & Learning Tasks	4-8	X	X	X	X	X	X	X	X	X	
5.1.1.3	Occupational Task Relay	6-8	X	X	X	X	X	X	X	X	X	
5.1.2.1	4-Square	4-6		X		X		X				
5.1.2.2	Teamwork	4-6				X						Drama
5.1.2.3	Activities for Occupational Skills	6-8		X		X		X				
5.1.3.1	Relating Job Skills & Hobbies	4-6				X	X	X				
5.1.3.2	Handicapped	4-8	X	X	X	X	X	X	X	X	X	
5.1.3.3	Planning for Job Skills	7-8		X				X				
5.2.1.1	Boat Building	4-5	X	X	X	X	X	X	X	X	X	
5.2.1.2	Identifying & Describing Tools	4-6					X	X				
5.2.1.3	Tool Rummy	4-8						X				
5.2.2.1	Identifying Worker Skills	4-8	X	X	X	X	X	X	X	X	X	
5.2.2.2	Occupational Tic Tac Toe	5-6	X	X	X	X	X	X	X	X	X	
5.2.2.3	"I Am A Tool"	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.1	Tool Collage	4-6	X	X	X	X	X	X	X	X	X	
5.2.3.2	Game Board Challenge	4-8	X	X	X	X	X	X	X	X	X	
5.2.3.3	Tools & Human Activities	4-8						X				
5.3.1.1	Job Skills & School Subjects	4-5	X	X	X	X	X	X	X	X	X	
5.3.1.2	Job Skills Baseball	6-8	X	X	X	X	X	X	X	X	X	
5.3.1.3	Math Files	7-8	X									
5.3.2.1	Hearing, Seeing, Drawing	4-8	X	X	X	X	X	X	X	X	X	
5.3.2.2	Tele-Trainer Interviews	6-8					X	X	X			
5.3.2.3	Sell Your Home	6-8					X	X				
5.3.3.1	Home Jobs	4-6					X		X			
5.3.3.2	Simulated Interview	6-8					X					
5.3.3.3	Help Wanted Ads	7-8					X					

Program Goal

1. Student will identify and develop attitudes about the world of work.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
1.1 Will move from an identification of workers to an understanding of work as a need of society.	1.1.1 Given an opportunity to observe, will be able to identify different types of workers. 1.1.2 Given the opportunity to select workers within a career area of their choice, will be able to describe the contribution of each worker. 1.1.3 Given the needs of American society, will be able to relate those needs to the productive work of workers within a career of the student's choice.
1.2 Will be able to identify attitudes of others within the world of work.	1.2.1 Given the opportunity to explore the concept of attitudes, will be able to identify attitudes that people have about work. 1.2.2 Given the opportunity to observe workers, will be able to identify the attitudes of people at work. 1.2.3 Given the opportunity to observe workers, will be able to identify how attitudes affect performance.
1.3 Will be able to recognize an individual's interdependence within the community.	1.3.1 Given an opportunity to describe the work of a member of the local community, can identify how this work related directly to the student. 1.3.2 Given a list of workers in the community, will be able to identify how their work contributes to their own standard of living. 1.3.3 Given the roles of workers, will be able to identify how the roles of workers within a community are interdependent.

Program Goal

2. Students will acquire knowledge about the world of work.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
2.1 Will know the difference between production, distribution, and consumption.	2.1.1 Given the opportunity to participate in a classroom project, will be able to identify the roles of the producer, distributor, and consumer.
	2.1.2 Given the opportunity to visit a factory or business operation, will be able to identify occupations in each of the areas of production, consumption, and distribution.
	2.1.3 Given the opportunity to participate in simulation games, will be able to identify and describe the differences in production, consumption, and distribution activities involved in the games.
2.2 Will be able to demonstrate how the world of work influences the citizen, family, individual, producer, learner, and consumer life roles.	2.2.1 Given the opportunity to participate in a role-playing activity, will be able to relate the importance of work upon their life roles.
	2.2.2 Given the necessary background about supply and demand, will be able to relate the impact of supply and demand on the various life roles.
	2.2.3 Given the opportunity for research, will be able to appraise the roles of a variety of minority groups within the American economy.
2.3 Will be able to understand the community as a resource for career development.	2.3.1 Given an opportunity to explore, will be able to identify the sources of career training.
	2.3.2 Given an opportunity to select a career of their choice, will describe how the community can be used to develop skills, etc., within the career area of their choice.
	2.3.3 Given the opportunity to explore, survey, and research, will be able to identify the necessity for equal opportunity employment.

Program Goal

3. Students will identify their individuality and continue to develop a relationship with occupational roles.

Course Goals	Suggested Performance Indicators
The Student:	The Student:
3.1 Will be able to understand and identify strengths, weaknesses, and values of individuals and how these characteristics affect job choices.	3.1.1 Given an opportunity to role play the parts of individuals in an economic activity will be able to identify the dominant personal characteristics of individuals whose role they play.
	3.1.2 Given case histories of three people, will be able to identify the personal characteristics that influenced their choice of a career.
	3.1.3 Given the opportunity for a small group discussion, will be able to relate how their personal characteristics may influence his/her tentative career plans.
3.2 Recognizes that different experiences may create different work habits and attitudes.	3.2.1 Given an example of attendance habits, will be able to relate the effect of absences in developing poor work habits.
	3.2.2 Given an example of school records, will be able to relate how an employer may view work habits and attitudes of a prospective employee.
	3.2.3 Given case studies of two people, one engaged in a repetitive and the other a non-repetitive job, will be able to describe how these experiences might influence work habits and attitudes.
3.3 Will be able to evaluate strengths, weaknesses and values as they apply to present occupational interests.	3.3.1 Given a list of jobs, will be able to identify those which are appropriate to their present level of training and experience.

3.3 (Continued)**The Student:**

- 3.3.2 Given an opportunity to choose jobs of interest to them, will be able to do the skills required of each job and relate their own strengths and weaknesses to the skill levels required of each job.
- 3.3.3 After completion of a self-assessment or inventory, will be able to evaluate their qualities as they relate to the career area of their choice.

Program Goal

4. Students will develop skills in decision-making, communicating, and creating as related to the world of work.

Course Goals	Suggested Performance Indicator
The Student:	The Student:
4.1 Will be able to identify and participate in a decision-making process.	4.1.1 Given a project to complete, or a problem to solve, will be able to select the appropriate materials for completion of the project or problem.
	4.1.2 Given the steps in the decision-making process, will be able to apply the process to the selection of a career area for the purposes of exploration.
	4.1.3 Given the appropriate materials and knowledge, will be able to select a career area and identify the appropriate steps to complete the education and/or training necessary for entry level employment in the career area of their choice.
4.2 Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.	4.2.1 Given a classroom task, will be able to successfully complete it in a variety of ways.
	4.2.2 Given an opportunity for a classroom discussion, will be able to recognize how communication skills influence an individual's work.
	4.2.3 Given an opportunity to participate in a work experience, will be able to identify the methods of communication used by employers and employees in completing work tasks.
4.3 Will be able to experience examples of decision-making in occupational roles.	4.3.1 Given a list of jobs, will be able to identify a job which involves decision-making and give examples of decisions which must be resolved in that job.
	4.3.2 Given a case study involving value-conflicts on the job, will be able to identify the decision-making necessary to resolve the conflicts.

Course Goals

Suggested Performance Indicator

The Student:

4.3 (Continued)

4.4 Will understand that opportunities for creative expression exist in the world of work.

The Student:

4.3.3 Given the opportunity to select, will be able to choose a course of study at school which will lead to obtaining skills necessary for the career area of their choice.

4.4.1 Given an opportunity to observe, will be able to identify the use of creativity in occupations.

4.4.2 Given an opportunity to observe, will be able to recognize the need for creative expression in the performance of occupational roles.

4.4.3 Given the opportunity to participate in activities, will be able to identify opportunities for creative expression in the world of work.

Program Goal

5. Students will develop physical and mental skills related to occupational roles.

Course Goals

Suggested Performance Indicators

The Student:

5.1 Will be able to demonstrate that occupations require degrees of physical movement.

5.2 Will be able to understand tools as an extension of the body.

5.3 Will be able to demonstrate that classroom-obtained skills are directly related to job performance within occupational roles.

The Student:

5.1.1 Given a list of occupations and the necessary materials, will select one occupation and demonstrate the kind of work activity of that occupation.

5.1.2 Given a simulation game, will be able to demonstrate by participation the types of physical activity required of one's role in the game.

5.1.3 Given an opportunity to select the career area of their choice, will be able to demonstrate the required physical skills.

5.2.1 Given a selection of common tools, will be able to demonstrate proper usage.

5.2.2 After identifying a variety of tools, will be able to describe the relationship between tools and needed skills in a variety of occupations.

5.2.3 Given the opportunity to explore the concept of technology, will be able to relate the development and need for tools to increase the efficiency of human activities.

5.3.1 Given an opportunity to make a tentative career choice, will be able to relate occupational skills to classroom skills.

5.3.2 Given a basic knowledge of communication skills, will be able to demonstrate the skills in a variety of job roles.

5.3.3 Given the necessary instruction, will be able to successfully relate skills learned in the classroom to job seeking skills.

Program Goal 4. Students will develop skills in decision-making, communicating, and creating as related to the world of work.

COURSE GOAL

SUGGESTED PERFORMANCE INDICATORS

The Student:

4.1 Will be able to identify and participate in a decision-making process.

The Student:

4.1.1 Given a project to complete, or a problem to solve, will be able to select the appropriate materials for completion of the project or problem.

4.1.2 Given the steps in the decision making process, will be able to apply the process to the selection of a career area for the purposes of exploration.

4.1.3 Given the appropriate materials and knowledge, will be able to select a career and identify the appropriate steps to complete the education and/or training necessary for entry level employment in the career area of their choice.



Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE
WORLD OF WORK.

Course Goal 4.1

The student will be able to identify
and participate in a decision-making
process.

Suggested Performance Indicator 4.1.1

Given a project to complete or problem
to solve, the student will be able to
select the appropriate materials for
completion of the project or problem.

Description of Activities

1. Rank Ordering (4-8)
A rank order activity which allows
students to participate in the rank
order process and identify and com-
pare reasons for arriving at a con-
sensus solution.
2. "Lost on the Moon" (5-8)
"Lost on the Moon", a decision-making
problem involving individual and small
group decision-making and discussions
comparing group advantages and dis-
advantages in decision-making in order
to arrive at a solution to a problem.
3. "Life Discovered on a Far Away Planet" (4-8)
"Life Discovered on a Far Away Planet", a
decision-making problem involving the students
in individual, small group and class dis-
cussions in the problems of decision-making.

P. I. No. 4.1.1

Title: RANK ORDERING



Activity 1

Suggested Instructional Goal:

Given an opportunity to participate in an occupational rank order game, the student will be able to complete the rank order sheet and participate in a class discussion identifying and comparing reasons for arriving at a consensus.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

Approximately one
45-minute class
period.

Number of Students:

Total Class

Materials:

Student copies of rank order sheets on occupations.

Procedures:

1. The teacher will list 15 or fewer occupations the students are familiar with. (See occupations listing chart)
2. The student will rank order the list from the most important to the least important.
3. The teacher will divide the class into groups of five.
4. Each group will reach a consensus as to a group rank order for the occupations.
5. The teacher will display each group consensus rank order on chalkboard, overhead projector, etc.
6. The class will discuss the methods used by the groups to reach a consensus.
7. Each group will select one representative to meet with representatives selected by other groups in order to reach a final consensus rank order.
8. Display the final consensus rank order.
9. The class will compare and discuss the group consensus listings. The class will discuss the final consensus listings of the group representatives and how they reached their consensus.



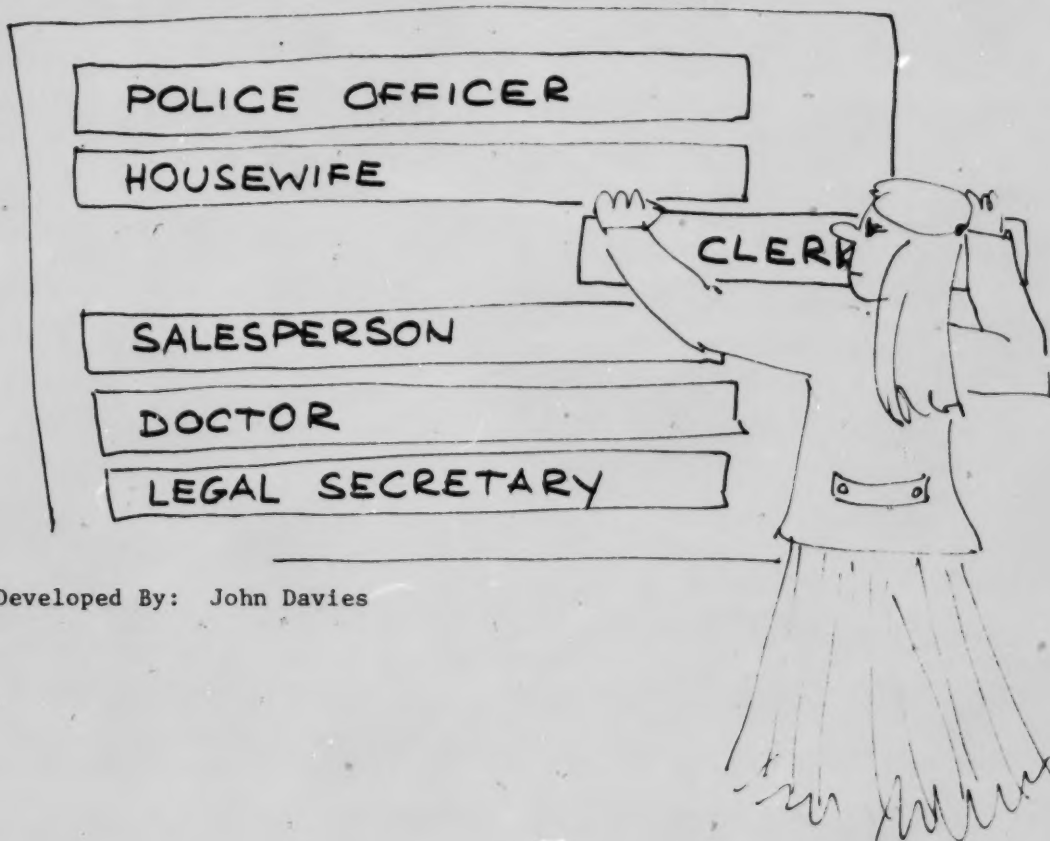
Procedures Continued:

Consensus is a "decision process" making full use of all available resources in a group and for resolving conflicts creatively. Differences of opinion are expected. Disagreements can help the group's decision because with a wide range of information and opinions, there is a greater chance that the group will hit upon more adequate solutions.

Variations:

Conditions can be set for the activity.

- A. Small community - rank occupations
- B. Large metropolitan area - rank occupations
- C. Lost on an island - rank occupations.



Developed By: John Davies

OCCUPATIONS

Rank the occupations from the most important (Number 1) to the least important (Number 15).

	Individual Ranking	Group A	Group B	Group C	Group D	Group E	Group F	Final Group Represent- ative rank- ing
1. Doctor								
2. Dentist								
3. Farmer								
4. Carpenter								
5. Teacher								
6. Etc.								

P.I. No. 4.1.1

Title: LOST ON THE MOON



Activity

2

Suggested Instructional Goal:

Given an opportunity to participate in the group decision-making problem, "Lost on the Moon" game, the student will be able to complete in writing questions (the number is determined by the teacher) related to working in groups, and through a class discussion, compare group results relative to solving the problem.

Grade Level:

5-8

Subject Matter Area:

All areas

Time:

Three 45 minute
class periods.

**Number of
Students:**

Total class

Materials:

70-80 copies of "Lost on the Moon" and NASA worksheet
10-15 group score sheets (see example scoring procedures)
1 Scoring key (see example)
1 Chart for group results (see example)

Procedures:

1. The teacher will give the class the instructions for completing the game. (See instructions)
2. Complete part one of the problem.
3. Complete part two of the problem.
4. Complete part three of the problem.
5. Each student will turn in the answers to the questions from part three of the activity.

Source: Developed By: Barbara Luke and NASA
Adapted By: Duane Altig and Loretta Ness



Procedures Continued:

"LOST ON THE MOON"

By Barbara Luke

Fairfax County, Virginia

Participants work on the problem alone, then in groups of five or six, where they compare their individual rankings and agree on a common ranking for the group. Then a leader scores the individual and group results according to the correct rankings established by the space survival unit of NASA and posts the scores for class discussion.

Dividing naturally into three parts, the exercise can be completed in one session of an hour and a half or over three class periods. Particularly suitable for grades 7 to 12, the exercise might also be used in some fifth and sixth grade classes. Its subject matter makes it especially relevant to science and social studies; and the ranking and scoring procedures might make it useful in a math class.

Setting up the exercise requires only three steps:

1. Choose two or three students who are competent in arithmetic to serve as a scoring committee. They can participate in Part One of the exercise and observe the rest.
2. Devise a method for dividing the class into groups of five or six members. Each student will need an area on which to write, so groups might be formed around a large table or by moving desks to form small circles.
3. Prepare enough copies of the problem to have 2 for each student as well as 10 to 12 extra copies for the Group Summary forms.

Form the groups, briefly introduce the problem without going into details of the exercise, and provide each student with two copies of the problem sheet. Give each group a number and have the students put that number on their problem sheets. Instruct the students to work independently, ranking each item in order of its importance and recording the ranking on both sheets. As the students finish, have the scoring committee collect one copy from each student, keeping the groups separated.

Have each group work with its members' second copies to build a Group Summary Form by recording individual rankings on a single copy of the problem.

While the groups are at work, have the scoring committee total the individual scores by comparing them with the key shown below. For each item, the score is the absolute difference between the student's ranking and the correct ranking. The total score is the sum of the scores for each item. The lowest score is the "best."

Title: "LOST ON THE MOON"

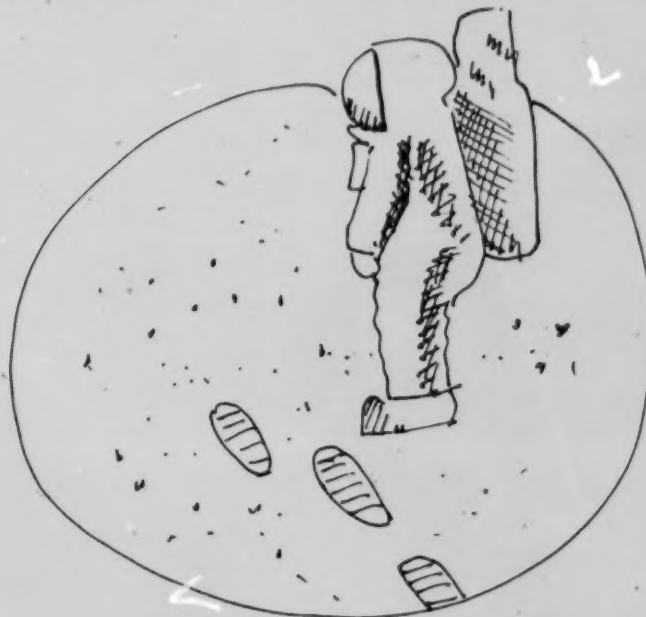
**Procedures Continued:**

Once the groups have begun their individual discussions, make a chart on the chalkboard or newsprint comparing group results. It should look like the following table:

Group	Average Individual Score	Range High-Low	Group Score	Net Change
1	45	72-27	25	20
2	32	58-20	24	8
3	41	64-27	26	15
4	28	61-17	28	0

After the groups have had sufficient time for individual discussions, call their attention to the chart comparing group results and have the entire class discuss the difference.

Often the group that has taken the greatest amount of time to reach their decision will have the best score. Also it is not uncommon to find that the group score will be better than that of any individual within the group. Sometimes a usually retiring class member will turn out to be more resourceful in working on the problem than the presumed class expert. The importance of identifying member resources, the different roles played by group members, the value of collaboration, different styles of group decision making and their consequences--these are some of the points to be derived from the experience.



NASA EXERCISE INDIVIDUAL WORKSHEET

INSTRUCTIONS: You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged, and, since survival depends on reaching the mother ship, the most critical items left intact and undamaged after landing. Your task is to rank order them in terms of their importance to your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on, through number 15, the least important. You have 15 minutes to complete this phase of the exercise.

- ___ Box of matches
- ___ Food concentrate
- ___ 50 feet of nylon rope
- ___ Parachute silk
- ___ Portable heating unit
- ___ Two .45 calibre pistols
- ___ One case dehydrated pet milk
- ___ Two 100-lb. tanks of oxygen
- ___ Steller map (of the moon's constellation)
- ___ Life raft
- ___ Magnetic compass
- ___ 5 gallons of water
- ___ Signal flares
- ___ First aid kit containing injection needles
- ___ Solar-powered FM receiver-transmitter

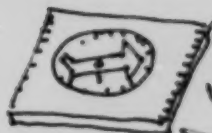


Procedures Continued:

(SAMPLE)

GROUP RANKING RECORD SHEET

- ___ Box of matches
- ___ Food concentrate
- ___ 50 feet of nylon rope
- ___ Parachute silk
- ___ Portable heating unit
- ___ Two 45 calibre pistols
- ___ One case dehydrated milk
- ___ Two 100-round tanks of oxygen
- ___ Stellar map (of moon's constellation)
- ___ Life raft
- ___ Magnetic compass
- ___ Five gallons of water
- ___ Signal flares
- ___ First-aid kit containing injection needles
- ___ Solar-powered FM receiver/transmitter



Group Score _____

Average Individual Score _____

Range of Scores: Highest _____ Lowest _____

Difference Between Average Individual Score and Group Score _____

P. I. No. 4.1.1

Title: "LOST ON THE MOON"



Activity 2

Procedures Continued:

(EXAMPLE)

SCORING PROCEDURE

Actual Ranking	Ranking By Individual #1	Absolute Difference Between #1 and Actual	Ranking By Individual #2	Absolute Difference Between #1 and Actual
<u>15</u>	<u>15</u>	<u>0</u>	<u>14</u>	<u>1</u>
<u>4</u>	<u>2</u>	<u>2</u>	<u>4</u>	<u>0</u>
<u>6</u>	<u>7</u>	<u>1</u>	<u>8</u>	<u>2</u>
<u>8</u>	<u>9</u>	<u>1</u>	<u>7</u>	<u>1</u>
<u>13</u>	<u>11</u>	<u>2</u>	<u>12</u>	<u>1</u>
<u>11</u>	<u>8</u>	<u>3</u>	<u>10</u>	<u>1</u>
<u>12</u>	<u>10</u>	<u>2</u>	<u>11</u>	<u>1</u>
<u>1</u>	<u>1</u>	<u>0</u>	<u>2</u>	<u>1</u>
<u>3</u>	<u>4</u>	<u>1</u>	<u>1</u>	<u>2</u>
<u>9</u>	<u>13</u>	<u>4</u>	<u>9</u>	<u>0</u>
<u>14</u>	<u>12</u>	<u>2</u>	<u>15</u>	<u>1</u>
<u>2</u>	<u>5</u>	<u>3</u>	<u>3</u>	<u>1</u>
<u>10</u>	<u>14</u>	<u>4</u>	<u>13</u>	<u>3</u>
<u>7</u>	<u>6</u>	<u>1</u>	<u>6</u>	<u>1</u>
<u>5</u>	<u>3</u>	<u>2</u>	<u>5</u>	<u>0</u>
		<u>28</u>		<u>16</u>

LOWEST SCORE IS "BEST"



Procedures Continued:

SCORING KEY

Listed below are the correct rankings for the "Lost on the Moon" items, along with the reasons for the rankings provided by the NASA's space-survival unit.

15	Box of matches	Little or no use on the moon
4	Food concentrate	Supply daily food required
6	50 feet of nylon rope	Useful in tying injured, help in climbing
8	Parachute silk	Shelter against sun's rays
13	Portable heating unit	Useful only if party landed on dark side
11	Two .45 calibre pistols	Self-propulsion devices could be made from them
12	One case dehydrated milk	Food, mixed with water for drinking
1	Two 100-pound tanks of oxygen	Fills respiration requirement
3	Stellar man of the moon's constellation	One of principal means of finding directions
9	Life raft	CO ₂ bottles for self-propulsion across chasms, etc.
14	Magnetic compass	Probably no magnetized poles; thus, useless
2	5 gallons of water	Replenishes loss by sweating, etc.
10	Signal flares	Distress call within line of sight
7	First-aid kit containing injection needles	Oral pills or injection medicine valuable
5	Solar-powered FM receiver-transmitter	Distress signal transmitter, possible communication with mother ship.

P. I. No. 4.1.1

Title: LIFE DISCOVERED ON A
FAR AWAY PLANET



Activity

3

Suggested Instructional Goal:

After reading the problem "Life Discovered on a Far Away Planet" the student will be able to: (1) individually rank-order the items in the problem (2) participate in a small group rank-ordering process, listing reasons for the rank-ordering by the group and (3) participate in a class discussion to arrive at a final consensus rank-order solution to the problem.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

Two or three 45
minute class
periods

Number of Students:

Total class

Materials:

(See material samples)
Class copies of individual student work sheets.
Class copies of reasons for rank-ordering work sheets.
1 Visual display (see sample)

Procedures:

1. The teacher will present to the class the decision-making problem, and explain the activity (see form - "Life Discovered on a Far Away Planet").
2. Each student will rank-order the people listed in the problem.
3. The teacher will divide the class into small groups of 3-5.
4. Each group will select a group spokesman and arrive at a consensus rank-ordering of the people listed in the decision-making problem, (each student records the group decision on his work sheet).
5. Each group will record 3 reasons for the groups rank order of the first 5 and last 3 people. (See student worksheet).
6. The teacher will construct a visual display for the group spokesman to record their group's answer to the problem.
7. The class (using their lists of reasons) will discuss the placements on the display and attempt to arrive at a class consensus to answer the decision-making problem. (Each student records final decision on worksheet).

Developed By: Mike Giamatteo
Adapted By: John Davies
Duane Altig

INDIVIDUAL STUDENT WORKSHEET

Life Discovered on a Far Away Planet

The National Aeronautics and Space Administration (NASA) has just released information that a planet has been discovered that has a very low form of civilization. Plans are being made to dispatch a space vehicle to land on this distant planet and to assist this one-time flourishing civilization in regaining some of its lost elements. Aside from the crew, which will be responsible for getting this spaceship to the planet, a small group of people will accompany the flight in order to help the inhabitants. You are a member of the final screening committee to select seven people who have completed the initial screening. Please rank the following list in order of the way you believe would be most important to the rebuilding of this civilization. The most important will be ranked #1, the least important #14.

	Individual	Group	Final	Comments
Carpenter				
Writer				
70-Year-Old Priest				
Millwright				
Doctor				
Professional Athlete				
Pregnant Nurse				
Truck Driver				
Laboratory Scientist				
Electrician				
Logger				
Farmer				
Psychologist				
Entertainer				

REASONS FOR GROUP RANK ORDERING

Group # _____

First Five

- | | |
|----------|----------|
| 1. _____ | a. _____ |
| | b. _____ |
| | c. _____ |
| 2. _____ | a. _____ |
| | b. _____ |
| | c. _____ |
| 3. _____ | a. _____ |
| | b. _____ |
| | c. _____ |
| 4. _____ | a. _____ |
| | b. _____ |
| | c. _____ |
| 5. _____ | a. _____ |
| | b. _____ |
| | c. _____ |

Last Three

- | | |
|-----------|----------|
| 13. _____ | a. _____ |
| | b. _____ |
| | c. _____ |
| 14. _____ | a. _____ |
| | b. _____ |
| | c. _____ |
| 15. _____ | a. _____ |
| | b. _____ |
| | c. _____ |

**Procedures Continued:**VISUAL DISPLAY

(for overhead, blackboard, bulletin board, etc.)

PEOPLE	GROUP I	GROUP II	GROUP III	GROUP IV	GROUP V	FINAL
1. Carpenter						
2. Writer						
3. 70-Year- Old Priest						
4. Millwright						
5. Doctor						
6. Professional Athlete						
7. Pregnant Nurse						
8. Truck Driver						
9. Laboratory Scientist						
10. Electrician						
11. Logger						
12. Farmer						
13. Psychologist						
14. Entertainer						

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE
WORLD OF WORK.

Course Goal 4.1

The student will be able to identify
and participate in a decision-making
process.

Suggested Performance Indicator 4.1.2

Given the steps in the decision-making
process, the student will be able to
apply the process to the selection of
a career area for the purposes of ex-
ploration.

Description of Activities

1. "Decisions, Decisions" (4-6)
A class activity which includes viewing
the film, "Decisions, Decisions," identifying
the decision-making process, identifying the
various ways people make decisions and the
possible outcomes of various alternatives
that affect a decision.
2. Expert Decision Makers (6-8)
A class activity in which the student
identifies the many decisions he makes,
how he feels about making decisions, and
makes use of the decision-making process.
3. Career Analysis (6-8)
An activity in which the student explores
three occupations by completing career
analysis forms. The student selects one
of the occupations studied and lists the
alternatives and outcomes for that occupa-
tion which influenced his selection.

P. I. No. 4.1.2

Title: DECISIONS, DECISIONS



Activity 1

Suggested Instructional Goal:

After having viewed the film Decisions, Decisions and participated in a class discussion identifying the decision-making process, the student will be aware of the various ways people make decisions and be able to, orally and/or in written form, project the possible outcomes of various alternatives that affect a decision.

Grade Level:

4-6

Subject Matter Area:

All areas

Time:

Approximately one
45-minute class
period

Number of Students:

Total class

Materials:

A film series: Bread and Butterflies
Name of film: Decisions, Decisions*
AIT, Box A, Bloomington, Indiana 47401
(The Oregon State Department of Education has a copy
of this film that can be borrowed).

Procedures:

1. The teacher will have the class view the film Decisions, Decisions.
2. The teacher will follow the film lesson plan identifying the decision-making process through class discussion.

* The teacher may wish to follow other short term and long term activities on decision-making suggested in the Bread and Butterflies Instructional Guide Booklet.

Developed By: Bread and Butterflies
AIT

Adapted By: Loretta Ness

P. I. No. 4.1.2

Title: EXPERT DECISION MAKERS



Activity

2

Suggested Instructional Goal:

Given a decision-making problem, the student will be able to, by completing activity steps A and B, participate in a classroom discussion identifying alternatives and outcomes leading to possible solutions to the problem.

Grade Level:

6-8

Subject Matter Area:

All areas

Time:

Approximately three or four 45-minute class periods.

Number of Students:

Total class

Materials:

None

Procedures:

1. The class will complete step A decision-making activity.
2. The class will complete step B decision-making activity.

Developed By: H.B. Gelate
Adapted By: Loretta Ness





Procedures Continued:

DECISIONS

Step A

1. The teacher will discuss with the class the definition of a decision. (What is a decision?)
2. The students will list, on a sheet of paper, as many decisions as possible that they have made recently. (This is the student's private page and is shared with the group only if the student wishes.)
3. The students will share some of the decisions they have made if they wish to.
4. The teacher will explain a hypothetical situation to the students, in which they will participate.

Situation: We have three expert decision makers in our school. You may tell them all your needs and wants. They are here to help you make your decisions.

5. Each student is to record on their private page three decisions that expert decision makers are to make for them. They must record three.
6. The class will discuss their thoughts about giving away decisions.

Example Teacher Questions:

- A. Is it difficult to give decisions away? Why or why not?
- B. Do you trust the decision makers? Why or why not?
- C. Are making decisions important? Explain.
7. Each student will list three decisions he will not let the expert decision makers make for him.
8. The students will share some of the decisions they would not keep if they wish.
9. The class will discuss the types of decisions they kept. Are they important decisions?



Procedures Continued:

Step B

1. The students will write on their private page a decision they must make in the near future.
2. The teacher will ask the students if anyone will share their future decisions with the group. (If not, have the class make up a possible decision.)
3. The class will identify all the alternatives for the decision. List the alternatives on the board.
4. The class will discuss the identified alternatives to find out as much information as possible for each alternative. List the alternatives on the blackboard, etc.
5. The class will identify all possible outcomes for each alternative. List the outcomes on the blackboard.
6. The class will reach a consensus as to the best possible outcome.



P.I. No. 4.1.2

Title: CAREER ANALYSIS



Activity

3

Suggested Instructional Goal:

Given an opportunity to explore three occupations of their choice, the students will be able to complete an occupational analysis for each occupation and select one occupation, listing all alternatives and outcomes for that occupation which influenced their selection.

Grade Level:

6-8

Subject Matter Area:

All

Time:

Approx. 10 to 15
45-minute periods.
(Time will vary)

Number of Students:

Total class,
individual

Materials:

Career analysis forms; three for each student.
(See sample form)

For description of clusters: New Occupational Outlook Handbook: U.S. Gov. Printing Office.

Procedures:

1. The teacher will provide the students with time to review the jobs within a job cluster of their choice.
2. Each student will select three occupations from a single cluster which are of interest to him.
3. Each student will complete a career analysis form for each of the occupations. (See sample forms)
4. Each student will select one occupation from their list of three. From the information collected for all three occupations, they will, in writing, explain the decisions they made in arriving at their final selection.

Source: Duane Altig



CAREER ANALYSIS FORM

Name of student _____ Grade _____ Date _____

Name of career being analyzed: _____

1. General description of duties and responsibilities involved on this job: _____

2. Specific qualifications required:

a. Sex: Male only _____ Female only _____ Either Sex _____

b. Age limits, if any: _____

c. General physical requirements:

Height _____ Hearing _____

Weight _____ Other _____

Vision _____

Physical activities involved most of the working time:

Standing _____	Balancing _____	Carrying _____
Sitting _____	Bending over _____	Pushing _____
Walking _____	Kneeling _____	Pulling _____
Climbing _____	Crouching _____	Feeling _____
Lifting _____	Crawling _____	Finger _____
	Kicking _____	Dexterity _____

Mental Factors:

Requires that frequent decisions be made _____

Requires careful following of precise instructions _____

Work under continual pressure from people _____ by a machine _____ by a schedule _____

Requires ability to work when surrounded by noise and activity _____

Requires long periods of mental concentration _____

Requires ability to perform monotonous routine jobs for long periods of time _____

Requires ability work harmoniously and closely with other people _____

Requires ability work long periods of time where it is very quiet _____

Requires ability to work by yourself _____

Social and moral qualifications, if specifically stated:

Special talents or skills required: _____

3. Preparation required for the job:

A. General educational requirements: _____

B. Specific training required: _____

C. Previous experience required: _____

4. Federal, state or local laws relating specifically to this vocation:

5. General working conditions:

Primarily outdoor work _____

Primarily indoor work _____

Basically a factory set-up _____

Basically an office set-up _____

Special problems such as unusual exposure to weather, heat, cold, dirt and dust, acids, fumes, noise, oils and greases, vibration, and poor lighting: _____

Stability of employment:

Regular work, no lay-offs _____

Requires much travel out of town _____

Requires that you work in a variety of locations but all within easy driving distance of home _____

Requires periodic changes of residence _____

Lay-offs because of seasonal and other conditions occur more or less periodically _____

Work hazards present _____. If so, what is the nature of these? _____

6. Earnings:

Pays on salary basis _____
Hourly wage paid _____
Pays on piece work basis _____
Range of pay for the job is: Minimum _____ per _____
Maximum _____ per _____
Average _____ per _____

Fringe benefits offered:

Group life insurance: _____ company paid? _____
Medical and hospital insurance _____ company paid? _____
Sick leave time: _____ days per year. Total that can be accumulated? _____
Company pension plan to supplement Social Security _____
Terminal leave pay _____
Bonuses _____
Profit-sharing plan _____
Stock-sharing plan _____
Paid holidays _____
Paid vacation time _____

7. Working time:

Regular hours _____
Extra work often required _____
Extra pay for extra work? _____ If so, rate? _____
Primarily night work _____
Weekend work required regularly _____ periodically _____
Number of days work each week _____

8. Beginning jobs that lead into this job: _____

9. Opportunities for advancement:

Titles of jobs into which you might advance _____
Obstacles in the way of advancement _____
Training opportunities provided by the employer _____

10. Organizations or associations related to this career:

Trade organizations _____
Professional organizations _____
Labor unions _____

11. Significance of this vocation to the community: _____

12. Approximate percentage of the working population engaged in this vocation: Locally? _____ Nationally? _____
13. Need for employee in this vocation is:
Increasing _____ Stable _____ Decreasing _____
14. Reasons why this vocation appeals to you: _____

15. Problems you would expect to encounter in this vocation:

11. Significance of this vocation to the community: _____

12. Approximate percentage of the working population engaged in this vocation: Locally? _____ Nationally? _____
13. Need for employee in this vocation is:
Increasing _____ Stable _____ Decreasing _____
14. Reasons why this vocation appeals to you: _____

15. Problems you would expect to encounter in this vocation:

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING AND
CREATING AS RELATED TO THE WORLD OF
WORK.

Course Goal 4.1

The student will be able to identify
and participate in a decision-making
process.

Suggested Performance Indicator 4.1.3

Given the appropriate materials and knowledge,
the student will be able to select a career
area and identify the appropriate steps to
complete the education and/or training neces-
sary for entry level employment in the career
area of his choice.

Description of Activities

1. Identifying Tasks of Skilled and Unskilled Workers (4-6)
In this activity, the student will identify workers' occupations, the major skills needed to perform the tasks in the occupations, and whether the workers are skilled or unskilled.
2. Education and Training for Entry Level Employment (6-8)
In this activity the students will, through individual and group activity, identify job skills and the sources for obtaining the education/training necessary for entry level and advanced entry into a variety of occupations.
3. Forecasting for Employment (7-8)
An activity designed for individual students to complete exercises in exploration of an occupational interest of his choice and to identify required entry level education/training for the occupation of his choice as well as forecasting his plans for obtaining the necessary entry level skills.

P.I. No. 4.1.3

Title: IDENTIFYING TASK OF SKILLED
AND UNSKILLED WORKERS



Activity 1

Suggested Instructional Goal:

Given an opportunity to complete a student research sheet identifying the major task performed by a worker in a chosen occupation and the training needed to perform the task, the student will be able to participate in a class discussion and categorize each worker as skilled or unskilled.

Grade Level:

4-6

Subject Matter Area:

Social Studies, Language Arts

Time:

Approximately four class periods.

Number of Students:

Total class

Materials:

1. Magazines (approximately fifteen or more)
2. 34 student research sheets
3. Suggested bulletin board

Procedures:

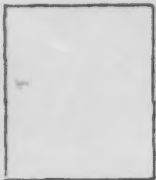
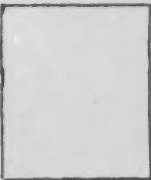
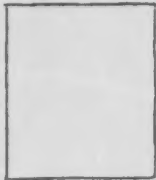
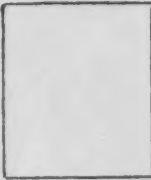
1. Each student will cut a picture of a worker from a magazine and mount it on construction paper.
2. The class will identify and label, as a group activity, the occupation of the worker.
3. The teacher will divide the class into groups of three and assign one occupation to each group.
4. Each group will research its occupation, identify the major task performed, the major skills needed, and whether or not its worker is skilled or unskilled and why. (See "Student Occupational Skill and Task Sheet")
5. The teacher will prepare a display or bulletin board area, dividing it into skilled and unskilled areas.
6. Each group will place the picture of its worker in the proper section of the board, listing the training needed and the group's reasoning for choosing that category.
7. The students, as a total group activity, will discuss research outcomes on the bulletin board.

Source: Loretta Ness
Duane Altig



Procedures Continued:

SUGGESTED BULLETIN BOARD

UNSKILLED WORKERS			SKILLED WORKERS		
Pictures of workers	Training needed for entry-level employment	Why group placed in unskilled category	Pictures of workers	Training needed for entry-level employment	Why consider skilled
1. 			1. 		
2. 			2. 		

P. I. No. 4.1.3

Title: EDUCATION AND TRAINING FOR
ENTRY LEVEL EMPLOYMENT



Activity

2

Suggested Instructional Goal:

Having completed a student occupation research sheet for an assigned worker, the student will be able to chart the minimum required entry level training/education and advanced required entry level training/education for the assigned occupation.

Grade Level:

6-8

Subject Matter Area:

All areas

Time:

Approximately five
45-minute class
periods

**Number of
Students:**

Total class

Materials:

1. Materials to construct bulletin boards or displays (see example)
2. Approximately 15 pictures of different workers
3. 15 student research sheets (see example)
4. 30 student tabulation sheets (see example)

Procedures:

1. The teacher will select pictures of people at work (for example, three jobs in a cluster for five cluster areas).
2. The students will identify and label the occupation of each worker (as a group activity).
3. The teacher will divide the class into groups of three and assign each group one to three occupations to research. (Research may include interviews of persons in occupations.)
4. Each group will complete a student occupational research sheet for each assigned occupation.
5. The teacher will prepare two bulletin boards or displays to tabulate the student research information.
6. The teacher will give each group two student tabulation sheets (sheets identical to the total group bulletin board or display). The teacher may wish to discuss with the groups how to fill out the sheets.
7. Each group will fill out its student tabulation sheet and chart the information on the total group bulletin board or display.
8. The total group will discuss the information tabulated from each group's research.

The teacher may wish to extend the activity by having the class categorize researched occupations according to identical skills, entry level training, etc.

Source: Duane Altig, Loretta Ness

(SAMPLE)

STUDENT OCCUPATIONAL RESEARCH SHEET

Occupation	Task Performed By Workers In This Occupation	Types of Skills Needed to Per- form Occupational Skills	Type of Work Performed		Sources For Obtain- ing the Required Ed- ucation and/or Train- ing	
			Skilled	Unskilled	Entry Level	Advanced Level

P.I. 4.1.3

ACTIVITY #2

(SAMPLE)

DISPLAY CHART*

Student tabulation sheets may be developed from this sample Display Chart.

Identified Skills	Occupations	Minimum Required Entry Level Education/Training					
		High School	2 Yr.	4 Yr.	Apprentice-ship Train.	On-The-Job or Company Sponsored Training	Other
(A single skill may be involved in all the occupations compiled from the Student Research Sheets)	1. _____						
	2. _____						
	3. _____						
	4. _____						
	5. _____						
	6. _____						
	7. _____						
	8. _____						
	9. _____						
	10. _____						
	11. _____						
	12. _____						
	Etc. _____						
	(Cont.as above for each skill)						

* Teacher Note: Two total group displays may be developed from this chart

1. Advanced job entry
2. Minimum entry level

P.I. 4.1.3

ACTIVITY #2

(SAMPLE)

DISPLAY CHART #2 FOR ADVANCED JOB ENTRY

Identified Skill	Occupations	Required Education/Training For Advanced Job Entry					
		Required High School	College		On-The-Job or Company Training	Apprentice-ship	Other
			2 Yr.	4 Yr.			
(A single skill may be present in all occupations)	1. _____						
	2. _____						
	3. _____						
	4. _____						
	5. _____						
	6. _____						
	7. _____						
	8. _____						
	9. _____						
	10. _____						
	11. _____						
	12. _____						
	13. _____						
	14. _____						
	15. _____						
	16. _____						
	17. _____						
	18. Etc. _____						

**Suggested Instructional Goal:**

Given the appropriate materials and knowledge, the student will be able to select a career area and an occupation in the career area and complete a forecast for obtaining the education and/or training necessary for entry level employment in the occupation of his or her choice.

Grade Level:

7-8

Subject Matter Area:

All areas

Time:

(Time will vary)
Minimum 4 to 5 45-min. class periods.

Number of Students:

Individual student
or entire class

Materials:

Student copies of worksheets
Student copies of forecast sheets
Suggested resources:
Dictionary of Occupational Titles
Occupational Outlook Handbook

Procedures:

1. Students will be given an interest survey (JOB-O, KUDER, U.S.T.E.S. interest check list, etc.).
2. Each student will select, from the interest survey results, one or two career areas of interest. (See student worksheet)
3. Each student will identify one to five occupations, within each career area, of interest to them.
4. Each student will identify the training and/or education necessary for entry level employment in each of the selected occupations.
5. Each student will identify the sources for obtaining the identified education or training for each occupation.
6. Each student will assess his or her present potential to obtain the training and/or education for each of the occupations.
7. Each student will identify the alternatives and outcomes for training and/or education in each of their occupational choices. Teacher may wish to reinforce decision-making skills. (Refer to Activity #3 P.I. 4.1.2).
8. Each student will forecast the means for obtaining the necessary training and/or education for one occupation of their choice, and list other occupations to which the forecast would also apply. (See forecast)

Source: Duane Altig

OCCUPATIONAL
EDUCATION/TRAINING FORECAST

Occupational choice: _____

Necessary entry level training or education: _____

For each of the next five years list all school courses (high school, apprenticeship, college, etc.), training, work experiences you would complete to obtain the education and/or training needed.

Year 1	Year 2	Year 3	Year 4	Year 5

List other occupations for which this education/training forecast might also apply.

1. _____ 3. _____
2. _____ 4. _____

STUDENT WORKSHEET

P.I. 4.1.3

ACTIVITY #3

Career Area	Occupations	Education and/or Training	Sources for Obtaining Training and/or Education	Students Present Potential For obtaining The Necessary Ed. and/or Trng.	Alternatives	Outcomes
1.	1.					
	2.					
	3.					
	4.					
	5.					
2.	1.					
	2.					
	3.					
	4.					

Program Goal 4. Students will develop skills in decision-making, communicating, and creating as related to the world of work.

COURSE GOAL

SUGGESTED PERFORMANCE INDICATORS

The Student:

4.2 Will develop an awareness of the way basic methods of communication help individuals complete work tasks and participate in life roles.

The Student:

- 4.2.1 Given a classroom task, will be able to successfully complete it in a variety of ways.
- 4.2.2 Given an opportunity for a classroom discussion, will be able to recognize how communication skills influence an individual's work.
- 4.2.3 Given an opportunity to participate in a work experience, will be able to identify the methods of communication used by employers and employees in completing work tasks.



Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE
WORLD OF WORK.

Course Goal 4.2

The student will develop an awareness of
the way basic methods of communication
help individuals complete work tasks and
participate in life roles.

Suggested Performance Indicator 4.2.1

Given a classroom task, the student will
be able to successfully complete the task
in a variety of ways.

Description of Activities

1. Drawing Relay (4-8)
An activity in communicating through drawing
pictures.
2. "Negotiation" (4-8)
"Negotiation," an activity in identifying
the variety of types of communications used
in completing a given task.
3. "5 Square" (4-8)
"5 Square," an activity in non-verbal communi-
cations used to complete a task.

P.I. No. 4.2.1

Title: DRAWING RELAY



Activity 1

Suggested Instructional Goal:

Given an opportunity to participate in a Drawing Relay, the student will be able to communicate ideas through drawing.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

Approximately
30-45 minutes

Number of Students:

Total class

Materials:

1. Drawing paper, approximately 5 sheets
2. Pencils for each group
3. List of tools, products or jobs (see example)

Procedures:

1. The teacher will introduce the Drawing Relay.



Source: John Davies



Procedures Continued:

PRODUCT LIST

1. Arrange the students in groups of five, having them sit on the floor in a circle.
2. Place one pencil and some paper in the center of each circle.
3. Number the students in each circle from 1 to 5. Seat yourself as far away from the circles of students as you can.
4. When the signal is given, the first student from each circle comes to you. He is to come without pencil or paper.
5. Tell each one the name of the first item on the list.
6. Each student returns to his respective circle, takes the pencil in the center and draws (without talking) the item until someone in the circle correctly identifies it.
7. The second person in the circle comes to you and tells you what the group has determined the drawing is.
8. You then give that student a new tool, product or job to draw.
9. A sample list of items or objects follows:

wrench	plywood
policeman	2 x 4
bread	logger
screwdriver	chain saw
waitress	log truck
can	axe
doctor	wedge

Generate a list of about twenty items.

10. Remind the students that if they yell out what is being drawn, others will hear.

P.I. No. 4.2.1

Title: NEGOTIATION



Activity

2

Suggested Instructional Goal:

Having participated in "Negotiation," the student will be able to participate in a class discussion identifying the variety of methods used and the types of communication used in the different groups to complete the task in the activity.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

One 45-minute class period.

Number of Students:

Total class

Materials:

See following page for list and materials needed

Procedures:

1. The teacher will divide the class into six groups.
2. The teacher will provide each group with one of the six instruction cards, a group identifying marker, and the materials listed on the instruction card. (See example)
3. The teacher will read the instructions to the class. (See example).
4. The teacher will instruct the group to complete the activity.
5. The class will identify and discuss the variety of methods used and the types of communication used in the different groups to complete the activity task.

Source: John Davies

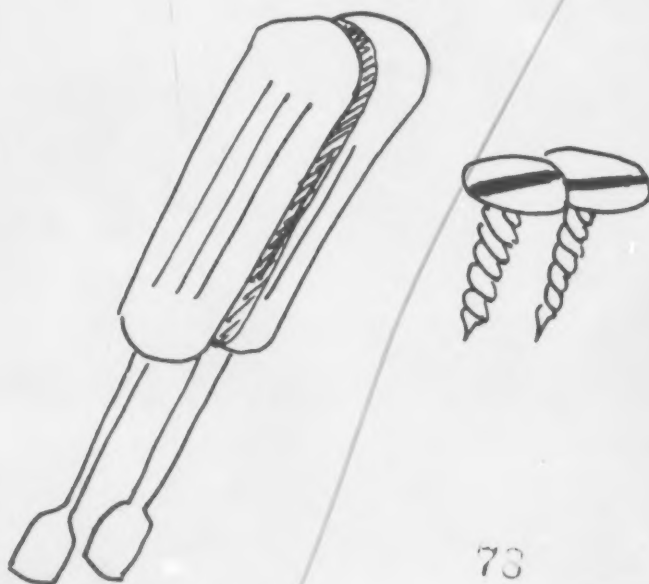


(a)

Procedures Continued:

Materials:

- A. Cut from magazines, etc., two of each of the following and mount on 4 x 6 tagboard.
 1. Two screwdrivers
 2. Two screws
 3. Two wrenches
 4. Two bolts
 5. Two one-dollar bills
 6. Two die sets (from retail catalogs)
 - B. One set of instructions for each of the six groups mounted on 4 x 6 pieces of tagboard. (See instruction sheet)
 - C. Markers identifying each group as to group A, B, C, D, or E.
- * Teacher may wish to repeat the activity by using one standard screwdriver and one Phillips screwdriver.



P. I. No. 4.2.1

Title: NEGOTIATIONS

(b)

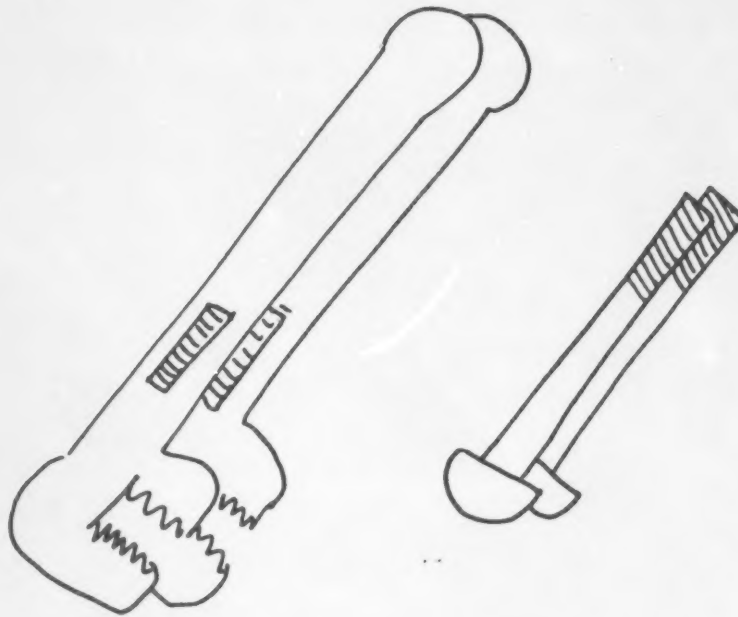


Activity 2

Procedures Continued:

ACTIVITY INSTRUCTIONS

1. Each group is to select one negotiator.
2. All other members of the group must remain seated during the activity.
3. The negotiator may move to other groups in accordance with the rules on his Group Instruction Card.
4. The negotiator may only negotiate (talk) with group members who remain seated.



(SAMPLE)

GROUP INSTRUCTIONS

You are Group A:

- You have two screwdrivers
- You need to end up with one screwdriver and one screw that matches
- Group "B" has two screws
- You cannot negotiate directly with Group "B" by using the screwdrivers as a negotiable item.

You are Group B.

- You have two screws
- You need to end up with one screw and one screwdriver that matches
- Group "A" has two screwdrivers
- You cannot negotiate directly with Group "A" by using the screws as a negotiable item

You are Group C:

- You have two wrenches
- You need to end up with one wrench and one bolt
- Group "D" has two bolts
- You cannot negotiate with group "D" by using the wrenches as a negotiable item

You are Group D:

- You have two bolts
- You need to end up with one bolt and one wrench
- Group "C" has two wrenches
- You cannot negotiate directly with Group "C" by using the bolts as a negotiable item.

You are Group E:

- You have two-dollar bills
- You need to end up with one dollar and one die set
- Group "F" has two die sets
- You cannot negotiate directly with Group "F" by using the dollar bills as a negotiable item

You are Group F:

- You have two die sets
- You need to end up with one die set and one dollar bill
- Group "E" has two one-dollar bills
- You cannot negotiate directly with Group "E" by using the die sets as a negotiable item.

P.I. 4.2.1

ACTIVITY #2 (d)

GROUP IDENTIFICATION MARKER



P. I. No. 4.2.1

Title: 5 SQUARE



Activity

3

Suggested Instructional Goal:

Given the opportunity to participate in the 5 Square activity, the student will be able to appraise, through a group discussion, the problems and concerns nonverbal communication encountered in completing the activity.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

One 45-minute
class period.

Number of Students:

One class

Materials:

1. Five large 8" x 10" envelopes
2. Materials for envelopes
3. List of rules

Procedures:

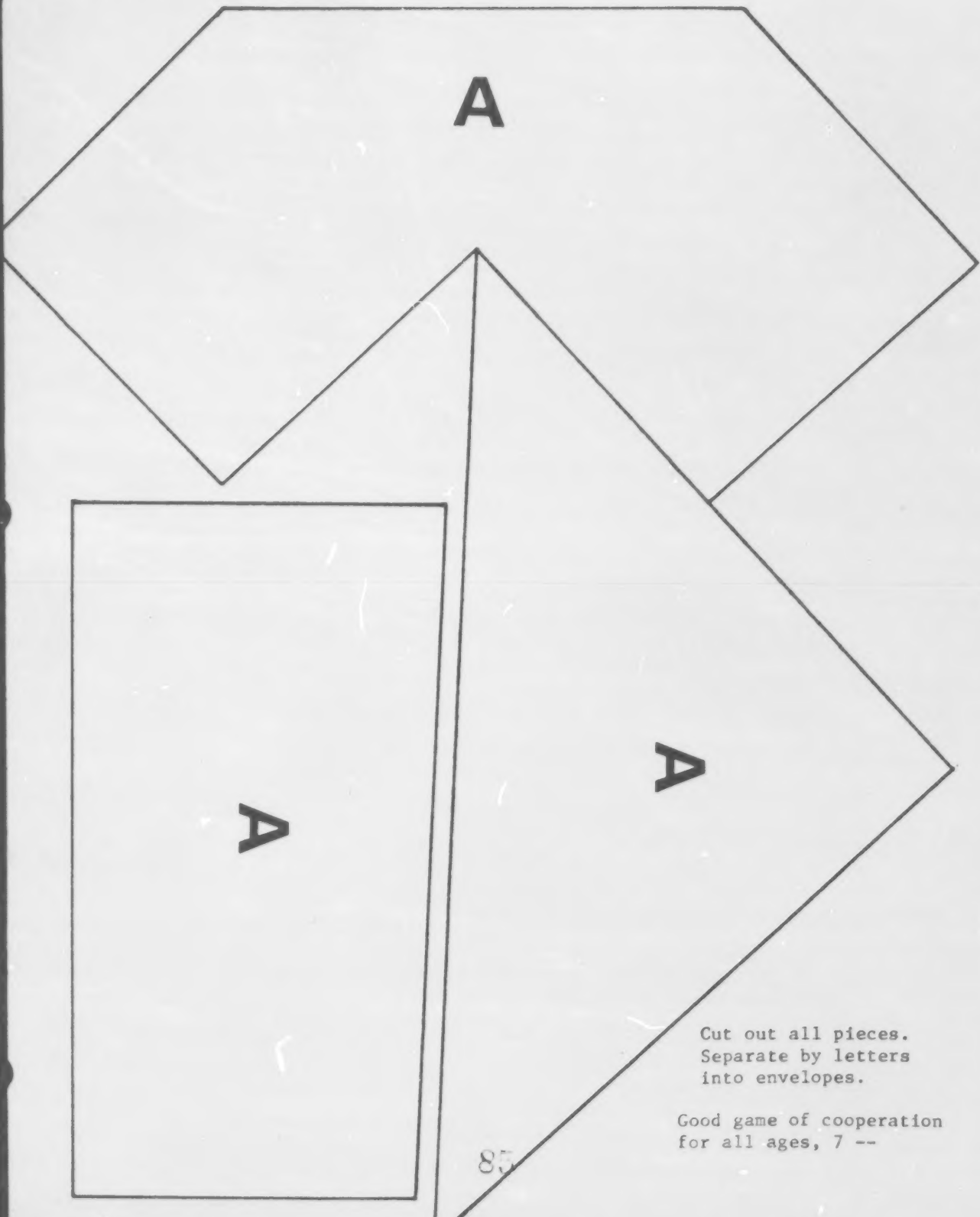
1. The teacher will divide the class into groups of five.
2. Each student will receive a packet containing puzzle pieces.
3. The teacher will read the rules for the game to the entire class.
(See Rules)
4. Students are to start when the teacher indicates the activity is to begin. (Write time on board.)
5. The students will record how much time it took them to complete the activity.
6. The class will discuss the difficulties and problems they encountered in completing the activity (nonverbal communication problems).

Source: Unknown

Adapted By: Loretta Ness
Duane Altig

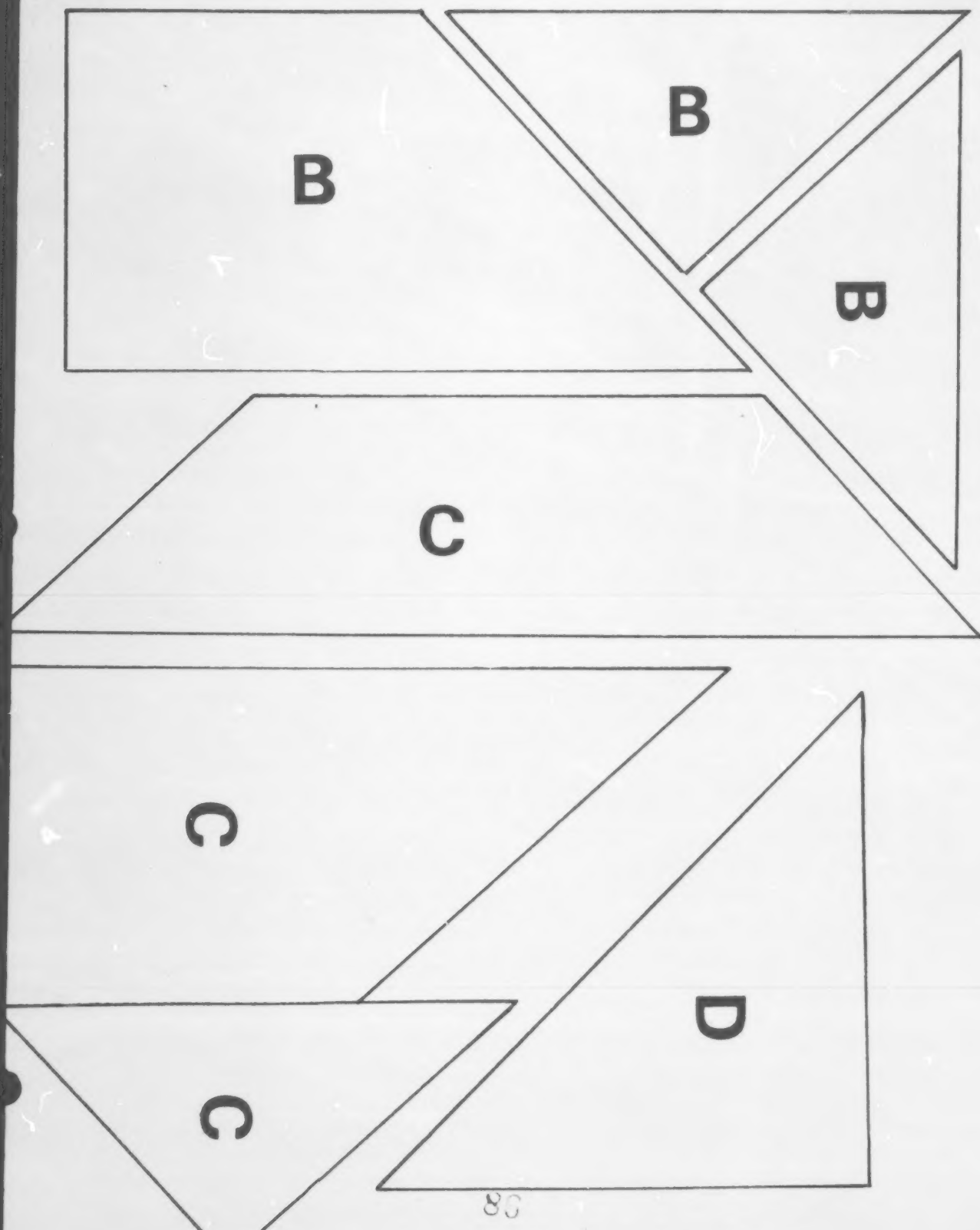
RULES

1. When you begin; the task of the group is to form (5) five squares of equal size. The task is not completed until everyone has before him a perfect square and ALL THE SQUARES ARE OF THE SAME SIZE.
2. NO MEMBER OF ANY TEAM MAY SPEAK.
3. NO MEMBER MAY ASK FOR A CARD OR IN ANY WAY SIGNAL THAT HE WANTS ONE. MEMBERS MAY ONLY GIVE CARDS TO ONE ANOTHER.
4. As soon as you finish, record how much time it took you and replace the cards in the envelope with the same letter as that on the card.



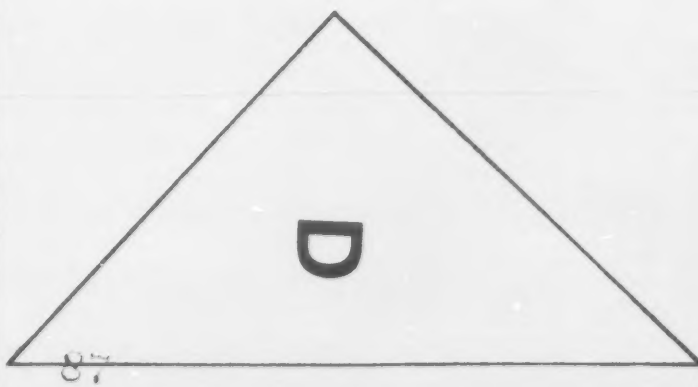
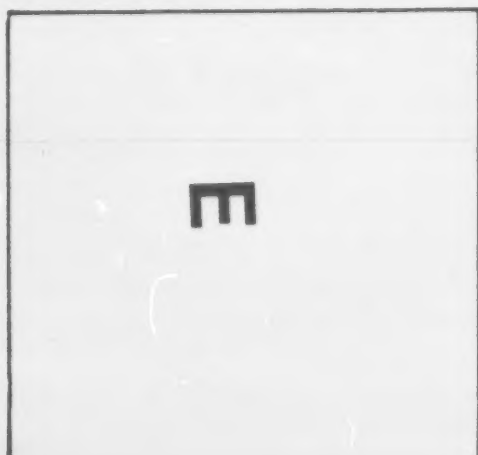
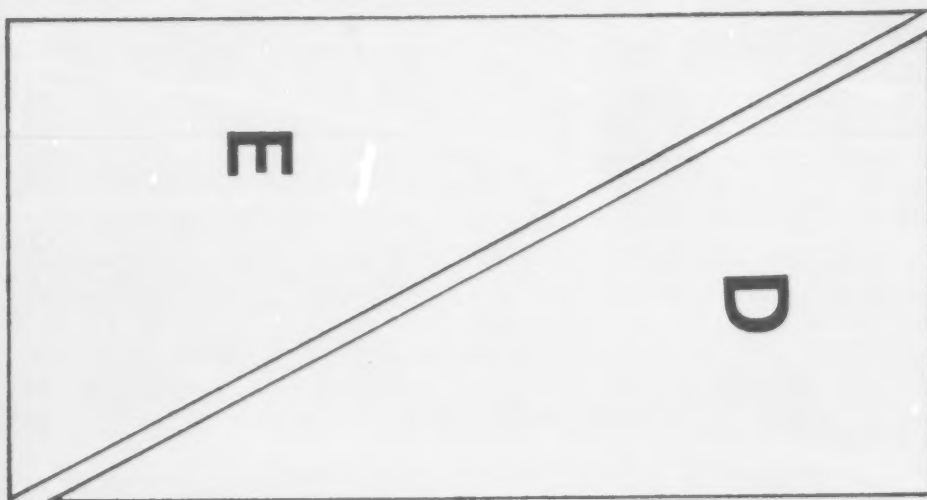
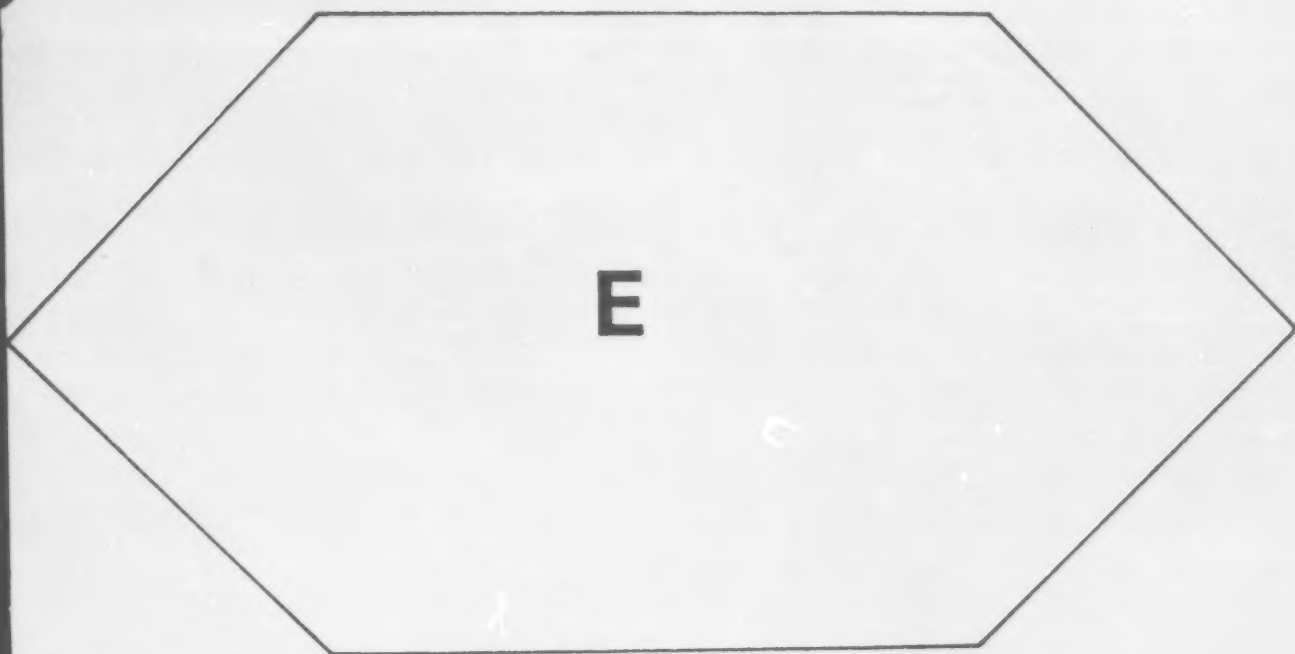
Cut out all pieces.
Separate by letters
into envelopes.

Good game of cooperation
for all ages, 7 --



P.I. 4.2.1

ACTIVITY #3



Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING, AND
CREATING AS RELATED TO THE WORLD OF
WORK.

Course Goal 4.2

The student will develop an awareness of
the way basic methods of communication help
individuals complete work tasks and parti-
cipate in life roles.

Suggested Performance Indicator 4.2.2

Given an opportunity for a classroom dis-
cussion, the student will be able to
recognize how communication skills influence
an individual's work.

Description of Activities

1. Happy Face (4-6)
In this activity the student must use
and identify the communication skills
necessary to complete a simple drawing
from oral instructions.
2. Communications Riddles (6-8)
In this activity story puzzles are read
to the class and the class must use
questioning strategy to solve the story
puzzle. Communication skills and the
possible influence on an individual's occupa-
tion is to be discussed.
3. Problems, Concerns, and Conflicts in
Communication (4-8)
This activity is designed to increase
the student's awareness of the in-
fluence of communication skills on
work - by eliminating the opportunity
to use speech, writing, and gestures
the student understands the necessity
for these skills.

P. I. No. 4.2.2

Title: HAPPY FACE



Activity 1

Suggested Instructional Goal:

Having participated in a drawing activity, the student will be able to participate in a class discussion identifying the communication skills necessary to successfully complete the activity.

Grade Level:

4-6

Subject Matter Area:

All areas

Time:

4-6

Number of Students:

Total class

Materials:

Each student - 1 pencil and 1 sheet of paper

Procedures:

1. Each student should have a pencil and a standard size sheet of paper.
2. The teacher will read the rules for the drawing activity.
3. The teacher will sit facing away from the class and read a set of instructions for a simple drawing. (See sample drawing and instructions)
4. The students will check their drawings with the teachers. The teacher may wish to reread the instructions for students to check where they may have made an error.
5. The total class will discuss the necessary communication skills to complete the project. (Giving accurate instructions, listening for instructions, transmitting information, etc.)
6. Each student will make a simple drawing, write a set of instructions and read the instructions to the class following procedure steps 1-4.

Source: Unknown
Adapted By Janice Olson



(SAMPLE)

INSTRUCTIONS FOR DRAWINGS



1. On your paper draw a circle about the size of the top of a water glass.
2. Imagine the circle you have drawn is a pie which you have divided into four equal pieces.
3. In the center of the top left-hand piece, draw a dot.
4. In the center of the top right-hand piece, draw a dot.
5. In the bottom two pieces, draw a large half circle with the ends of the half circle pointing upward.

RULES

1. Students must not make a single sound when the instructions are being read. No noises, comments, questions, etc.

P. I. No. 4.2.2

Title: COMMUNICATIONS RIDDLES



Activity

2

Suggested Instructional Goal:

Given an opportunity to participate in a story puzzle activity the student will be able to, by participating in a class discussion, identify the communication's skills used in solving the puzzle and the influence these skills have in relation to work.

Grade Level:

6-8

Subject Matter Area:

All areas

Time:

Approx. two 45-minute class periods

Number of Students:

Total class

Materials:

Story puzzles

Procedures:

1. The teacher will read the sample story puzzle (see example)
2. The teacher will read the directions for the game to the class.
3. The class will play the game.
4. The class will discuss the communication skills used in the game and the influence these skills have in relation to an individual's work, i.e. listening skills, questioning strategy.

SUGGESTION:

The students may wish to continue the game. If so, have them write their own stories, and continue the activity using these stories.

Source: Unknown
Adapted By: Janice Olson



Procedures Continued:

Directions:

The teacher tells the group a puzzling story, one in which there is an obvious discrepancy. Then the teller becomes a "computer" which answers only "yes" or "no" to questions directed by the class in an effort to gain information to solve the story.

Sample

Teacher: A wife gave her husband a perfectly ordinary article of food, which resulted in his death. Although the story became widely known, she was never brought to trial by anyone.

Child: Was it poisoned?

Teacher: No

Child: Did he die right away?

Teacher: No

Child: How much later?

Teacher: Does not compute.

Child: Much later?

Teacher: Yes

Child: Were people around to see her do it?

Teacher: No

Child: Did they live alone?

Teacher: Yes

Child: Was any person within a hundred miles?

Teacher: No

Child: A thousand?

Teacher: No

Child: A million?

Teacher: No

Child: Were they the only people on earth?



Procedures Continued:

Teacher: Yes

Child: Was the article of food an apple?

Teacher: Yes

Child: Were they Adam and Eve?

Teacher: Yes

In this game, the teacher plays the part of a very helpful and supportive "computer" at times perhaps giving hints about direction of the questioning, reinforcing certain clues, etc. Usually when a class solves the riddle, all are involved in the success, because of the built-in need for interdependency among those who play.

Here are some other "computer games" with their solutions:

1. JOHN AND MARY

John and Mary are on the floor. Mary is dead. There are pieces of broken glass and some water on the floor.

(ANSWER: John, who is a cat, pushed a fishbowl off the table, with Mary - a goldfish - in it.)

2. THE MYSTERIOUS ELEVATOR STORY

A man lives on the 35th floor (which is the top) of an apartment building. Every day when he goes to work he walks to the self-service elevator on his 35th floor, gets in, and rides it to the street level, then he goes off to his job. When he returns that evening, he gets in the self-service elevator on the FIRST floor and rides it up to the TWENTIETH floor, whereupon he gets out, goes to the stairwell, and WALKS FIFTEEN FLIGHTS OF STAIRS UP TO HIS APARTMENT. He does this every time he leaves the building -- rides all the way down going, but returning, rides only to the TWENTIETH floor and walks the rest of the way up.

(ANSWER: The man is a midget and can reach only the 20th button.)

3. THE GREAT CAR-TRUNK MYSTERY

A gang of thieves robs a warehouse one night, and in the process they capture two night watchmen and place them, unharmed and unbound, in the trunk of a car that happens to be parked on the premises. The next morning, when people come to work at the warehouse, they hear the muffled sounds coming from the trunk, and open it. ONE of the men steps out, stiff, but none the worse for wear for his night spent in the trunk. The other man is dead.

(ANSWER: One man suffocated in the closed trunk, but the survivor breathed air from the spare tire to stay alive.)



Procedures Continued:

4. THE SUICIDE

There is a huge room, like a gymnasium, with a 40-foot ceiling. There is one door, and one window high off in a corner - and the room is completely empty. In the very middle of the ceiling, far from any wall, there is a hook screwed into the ceiling. Tied to the hook with a knot (and no extra rope from the knot hanging down) is a strong rope. At the other end of the rope is a hangman's noose (with no extra rope remaining). In the noose is a man's body, fully clothed except for the feet, which are bare and burned on the bottom. The man's feet are 15 feet above the floor. It is a suicide.

(ANSWER: The man brought blocks of dry ice into the room and stacked them up to climb upon. When he climbed up to fix the hook and the rope, he burned his feet on the dry ice. After the suicide, the dry ice evaporated.)

5. THE SWISS ALPS MYSTERY

Mr. and Mrs. Brown are vacationing at a ski resort in Switzerland. Mrs. Brown is killed in a skiing accident, falling to her death from a high cliff. Soon after the news reaches the U.S., Mr. Smith, no relative or close acquaintance of the Browns, goes to the police and declares: "Brown murdered his wife!" Returning home, Brown is confronted, and eventually confesses the crime. How did Smith know?

(ANSWER: Smith is a ticket agent, and sold Mr. Brown ONE ROUND-TRIP AND ONE ONE-WAY TICKET.)

P. I. No. 4.2.2

Title: PROBLEMS, CONCERNS &
CONFLICTS IN COMMUNICATION



Activity

3

Suggested Instructional Goal:

Given the opportunity to experience the loss of a communication skill in completing a task, the student will be able to list on a worksheet, problems concerns, and conflicts encountered in the loss of communication, and in a group discussion relate how communication skills influence an individual's work.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

Approximately four
45-minute class
periods

**Number of
Students:**

Total class

Materials:

Student problems, concerns, and conflicts worksheets

Procedures:

1. The teacher informs the students of a 3 day assignment.
2. The teacher explains the problems, concerns, and conflicts worksheet which will be kept each day by each student (see sample).
3. The teacher will explain that the problems, concerns and conflicts are to relate only to the communication skills that are necessary for completing the 3 day assignment.
4. The teacher will explain that each day there will be certain restrictions in communicating instructions and in completing the task.

SUGGESTIONS: Day One: No speaking
Day Two: No writing
Day three: No gesturing

5. After the third day several students relate their problems, concerns and conflicts.
6. The class will discuss the need for a variety of communication skills in completing work tasks.

Source: Duane Altig
Loretta Ness

P. I. No. 4.2.2

Title: PROBLEMS, CONCERNS &
CONFLICTS IN COMMUNICATION



Activity 3

Procedures Continued:

GENERAL RULES

Day One (No Speaking)

No sound of any kind. (Grunts, moans, noises, words, etc.)

Day Two (No Writing)

No writing of any kind. (No notes, drawings, sketches, etc.)

Day Three (No Gestures)

No gestures of any kind. (No using of hands, eyes, head, legs, facial expressions, etc.)

Suggestions for Tasks:

1. Any regular classroom task which lasts for more than three days could be used.
2. For best results use an activity or assignment which involves the movement and "hands on" type of tasks.

(SAMPLE)

STUDENT PROBLEMS, CONCERNS,
AND CONFLICTS WORKSHEET

Day 1 - 2-3 (Circle One)

<u>PROBLEMS</u>	<u>CONCERNS</u>	<u>CONFLICTS</u>	How could these problems, concerns or conflicts have been solved without the restrictions.
Not knowing what is going on. What to do. How to do it, etc.	About completion of the task. Not being understood, etc.	In dealing with materials, students, or teachers.	

P.I. 4.2.2

ACTIVITY #3

93

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE
WORLD OF WORK.

Course Goal 4.2

The student will develop an awareness
of the way basic methods of communication
help individuals complete work tasks and
participate in life roles.

Suggested Performance Indicator 4.2.3

Given an opportunity to participate in a
work experience, the student will be able
to identify the methods of communication
used by employers and employees in completing
work tasks.

Description of Activities

1. Communications Collage (4-6)
In this activity each student will collect
ten pictures depicting workers communicating
and identify the worker's occupation and the
type of communication being used. The class
will categorize the types of communication and
each student will determine in which category to place
the ten workers forming a class bulletin
board collage.
2. Observation and Communication (4-8)
The class will witness a staged series of un-
related occurrences and in groups of five the
students will write and present a news-story.
The class will discuss communication skills
used to complete the task and identify facts
and opinions in the news stories.
3. Observing Communications of People at Work (6-8)
Through a work experience observation activity,
the student will be able to complete a written
assignment discussing the value of school re-
lated courses in developing the communication
skills he may need in future employment.

P.I. No. 4.2.3

Title: COMMUNICATIONS COLLAGE



Activity 1

Suggested Instructional Goal:

Given the opportunity to collect and identify ten pictures of workers using different means of communication the student will be able to correctly place all ten pictures in the appropriate communication area on a bulletin board collage.

Grade Level:

4-6

Subject Matter Area:

All areas

Time:

Approximately two
to three 45-min.
class periods

Number of Students:

Total class

Materials:

Magazines for cutouts
Student copies of Worker Communication Forms

Procedures:

1. Each student will collect ten pictures depicting workers communicating (types of communication are to be determined by the students themselves or by the group through a class discussion).
2. Each student will identify the workers occupation and the type of communication being used.
3. Each student will complete the Worker Communication Form for their 10 pictures (See sample form)
4. Through a class discussion the class will identify several specific types of communication, i.e. (speaking, listening, writing, gestures etc.)
5. The total class will construct a bulletin board collage placing their pictures in the appropriate communication areas on the bulletin board. (See sample)
6. The teacher may wish to continue the activity, i.e.
 - a. Have students identify employers and employees.
 - b. Have students list mechanical and nonmechanical means of communication.
 - c. Have student identify 5 workers using each type of communication.

Source: Duane Altig
Loretta Ness

P.I. 4.2.3

ACTIVITY #1

Sample

WORKER COMMUNICATION

FORM

NAME OF WORKER	TYPE OF COMMUNICATION
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

P. I. No. 4.2.3

Title: COMMUNICATIONS COLLAGE

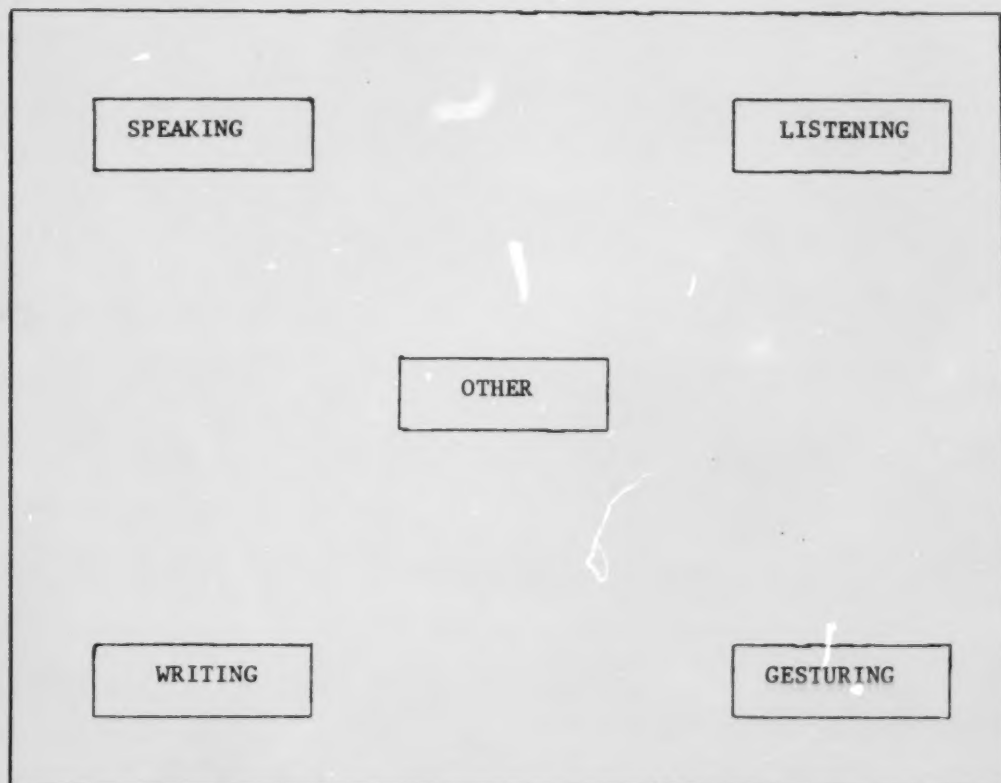


Activity 1

Procedures Continued:

(SAMPLE)

BULLETIN BOARD COLLAGE



Pictures are stapled on the bulletin board in the areas which identify the type of communication used by the worker.



Suggested Instructional Goal:

After having witnessed a series of unrelated staged occurrences and worked in a small group preparing a news story the student will participate in a class discussion identifying the communication skills used to complete the assigned news story and identifying facts and opinions in each news story.

Grade Level:

4-8

Subject Matter Area:

Language Arts

Time:

One 45-minute
class period

**Number of
Students:**

Total class

Materials:

Student report forms

Procedures:

1. The teacher will state a series of unrelated occurrences.
(See suggestions)
2. The teacher will divide the class into groups of five.
3. The teacher will assign each group the task of reporting exactly what happened. (See the following pages for suggested instructions.)
4. Each group will complete the news story report form.
(See student report form)
5. Each group will present their news story to the class.
6. The class will discuss the difference between fact and opinion and separate the facts from opinion in each news story.
7. The class will discuss the communication skills used to complete the task. (Gestures, listening, writing, questioning, speaking)

Developed By: Unknown
Adapted By: Loretta Ness



Procedures Continued:

SUGGESTIONS FOR THE TEACHER

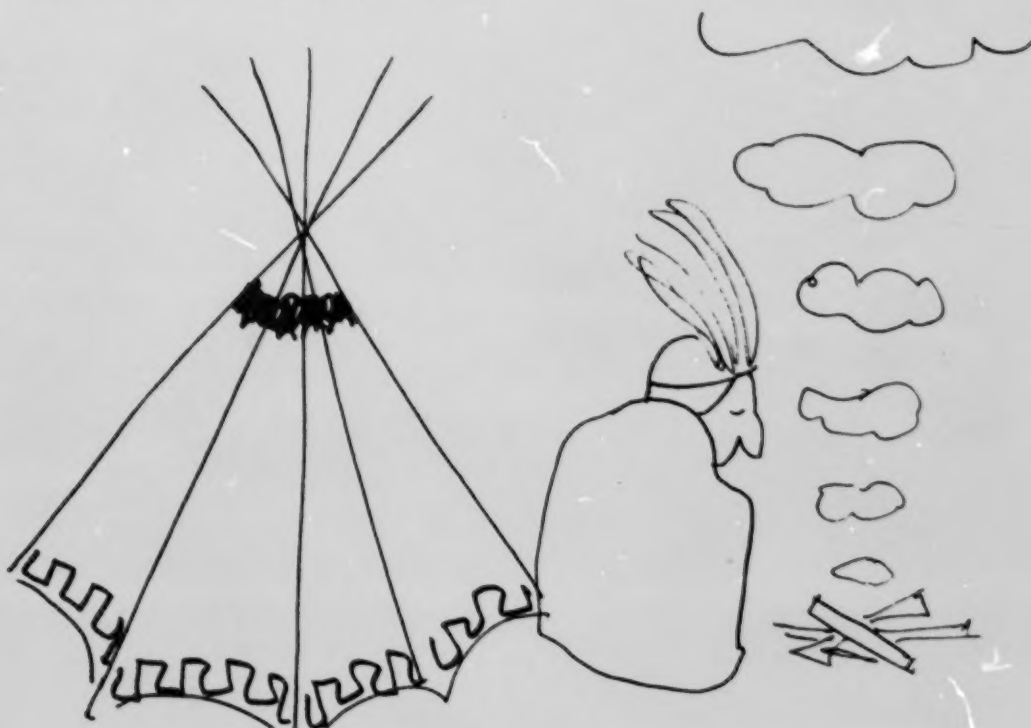
- A. Prior to the surprise enactment work out all details of the events and the order in which they occur. Make a list of six events that will happen. You may wish to include one other person.

Time events will occur _____

Order of events (examples)

1. (unusual behavior) breaking pencils _____
2. _____ throwing away articles of clothing _____
3. _____ tossing books out window _____
4. _____ unusual question to student _____
5. _____ making ridiculous assignment _____
6. _____

- B. After the surprise enactment give the assignment and explain the student news story report form.



STUDENT NEWS STORY REPORT FORM

Assign each person in your group a responsibility.

1. Reporters--The reporters will determine what happened including all important information.
2. Editor--The editor will use the reporters' information and write a news report of the incident.
3. Proofreader--The proofreader will proofread the editor's news story and correct all errors.
4. News Commentator--The commentator will practice reading the news story and present it to the class.



Title: OBSERVING COMMUNICATIONS OF
PEOPLE AT WORK

**Suggested Instructional Goal:**

Given the opportunity to participate in a work experience the student will be able to complete a communications observation form, discuss in class their observations, and write an answer to the question, "What courses in school, etc. would be helpful and why they would be helpful in preparing yourself for future employment?"

Grade Level:

6-8

Subject Matter Area:

Social Studies, Language Arts

Time:

(Time will vary)
Approx. 3 45- min.
class periods.

Number of Students:

Total class

Materials:

Student copies of:

- a. Observation Forms
- b. Parent Permission Form (See samples)

Procedures:

1. The students will identify the occupations of their parents.
2. The teacher will inform the students that they will be asked to make arrangements to go to work for one day with one parent.
3. Be sure that the students check with their parents to verify permission to go to work with the parent for one day. (See example of parent permission slip on the following pages)
4. Divide the students into small groups by occupations (clusters). Students who do not have permission to go on a work experience are grouped together. (They may observe a teacher etc. within the school or district.)
5. Explain the communications observation form to be completed by each student during the one day work experience.
6. The students go on their work experience and complete the observation form. (See sample)
7. The students will meet in their small groups (when all observations have been completed).
8. The students, in small groups, will discuss their observations and determine if there are special types of communication skills or methods common to the group of occupations they observed.
9. The group will relate their findings to the entire class and the class will discuss the similarities, etc.



Procedures Continued:

10. Each student will write out an answer to the following question "What courses in school, etc. would be helpful and why would they be helpful in preparing yourself for future employment?"



Source: Loretta Ness
Duane Altig



Procedures Continued:

(SAMPLE)

WORK EXPERIENCE PERMISSION FORM

_____ has my
(Name of Student)

permission to accompany me for _____
(one or one half)

day of observational work experience, on _____,
(date)

at _____
(Name of business, company, etc.)

(Parent Signature)

NOTE: Teacher may wish to include
a letter to the parents with
an explanation of the work
experience.

(SAMPLE)

COMMUNICATIONS OBSERVATION FORM

Occupation _____ Date of Observation _____

Task Being Performed By the Worker	Communication is Between Whom? Give Name, Titles, Positions, Etc.	Mechanical Methods of Communication (Typewriter, etc.)	Verbal and non-verbal communications Briefly identify and describe the types and/or means of communications for each task.

Note: Should be done on 8 1/2" x 11" paper with room for students to make notes and/or comments.

Procedures Continued:

P. I. No. 4.2.3

Title: OBSERVING COMMUNICATIONS
OF PEOPLE AT WORK



Activity 3

Program Goal 4. Students will develop skills in decision-making, communicating, and creating as related to the world of work.

COURSE GOAL

SUGGESTED PERFORMANCE INDICATORS

The Student:

4.3 Will be able to experience examples of decision-making in occupational roles.

The Student:

4.3.1 Given a list of jobs, will be able to identify a job which involves decision-making and give examples of decisions which must be resolved in that job.

4.3.2 Given a case study involving value-conflicts on the job, will be able to identify the decision-making necessary to resolve the conflicts.

4.3.3 Given the opportunity to select, will be able to choose a course of study at school which will lead to obtaining skills necessary for the career area of their choice.



Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE WORLD
OF WORK.

Course Goal 4.3

The student will be able to experience
examples of decision-making in occupa-
tional roles.

Suggested Performance Indicator 4.3.1

Given a list of jobs, the student will be
able to identify a job which involves
decision-making and give examples of de-
cisions which must be resolved in that job.

Description of Activities

1. Occupations Bulletin Board (4-6)
In this task the class will identify
school building related occupations and
construct a bulletin board depicting
the occupations. In small groups the
students will interview their assigned
workers and identify work related de-
cisions made by the workers.
2. Dramatizing Work Decisions (6-8)
Students will be able to dramatize the
tasks of various workers and thereby
learn to identify work related decision
making.
3. Gaining Information From Speakers (All Areas)
By listening to and questioning speakers
from a variety of selected occupations, the
student will recognize the decision-making
experiences which must be resolved in these
occupations.

P. I. No. 4.3.1

Title: OCCUPATION BULLETIN BOARD



Activity 1

Suggested Instructional Goal:

Having participated in a class project identifying school building related occupations and constructing a bulletin board display of the occupations, the student will be able to participate in small groups interviewing workers in the occupations and identifying work related decisions made by the workers.

Grade Level:

4-6

Subject Matter Area:

Language Arts, Social Studies

Time:

Approximately four
45-minute class
periods.

Number of Students:

Total class

Materials:

Class copies of Interview Forms (see following page for school related occupations interview form).

Procedures:

1. The class will identify school building related occupations.
2. The class will cut out or draw pictures depicting the workers in the identified occupations.
3. The class will construct a display or bulletin board of the identified workers.
4. The teacher will divide the class into small groups and assign workers to each group.
5. Each group will interview their assigned workers in relation to decision-making in the occupation. (See sample.)
6. Each group will record the workers' work related decisions on a card and complete the display or bulletin board.
7. The class will discuss the work related decisions each worker makes. (Example: What could happen if a worker makes a poor decision or if a decision is made to eliminate the job? etc.)

Source: Loretta A. Ness

P.I. 4.3.1

ACTIVITY #1

INTERVIEW FORM

SCHOOL RELATED OCCUPATIONS

NAME OF OCCUPATION _____

Major Work Task Performed	Work Related Decisions Made Performing Work Task
A.	A.
B.	B.
C.	C.



Suggested Instructional Goal:

Given an opportunity to participate in a small group identifying work tasks and work related decisions made performing the task, the student will be able to participate in group dramatization and identification of work related decisions.

Grade Level:

6-8

Subject Matter Area:

Social Studies, Language Arts

Time:

Approximately
three 45-minute
class periods

**Number of
Students:**

Total class

Materials:

Class copies of task-decision sheets (see samples)

Procedures:

1. The class will get into groups of three.
2. Each group will select an occupation.
3. Each group will identify major tasks performed by workers in the occupation and work related decisions made by the worker.
4. Each group will complete a worker task-decision sheet.
(See following pages for task-decision sheet.)
5. Each group will select a decision the worker makes to dramatize.
(See following pages for example decisions to be dramatized.)
6. Each group will state their occupation and dramatize the work related decision.
7. Other groups will identify and explain the work related decision being dramatized.

Source: Duane Altig
Loretta Ness



Procedures Continued:

LIST OF WORK DECISION-
MAKING PROBLEMS TO DRAMATIZE

1. Box boy (bagging grocery items)
2. File clerk (alphabetizing file materials)
3. Baker (how to increase a recipe)
4. Farmer (when to plant or what to plant)
5. Artist (what to paint; what colors; what form, etc.)
6. Plumber (what tools to use; pipe sizes, etc.)
7. Newsman (what to report; how to say it, etc.)
8. Cook (how to decorate a dinner plate or what to prepare for a given meal)
9. Housewife (what to prepare for the meals; when to do the cleaning, etc.)
10. Window decorator (what will be most pleasing when viewed by customers)
11. Stone mason (kinds of rocks; mixtures of mortar; how it is to be done)
12. Doctor (what symptoms of illness means; what medication to give)
13. Paperboy (when to collect; how to pack the papers; where to leave the paper; how to get new customers)
14. Babysitter (how to pin a diaper; what games to play with the children; how to answer the telephone, etc.)
15. Berrypicker (how to determine when a berry is ripe; how full to fill the box, etc.)

(SAMPLE)

WORKER TASK DECISION-MAKING SHEET

NAME OF OCCUPATION _____			
Work Tasks Performed by Individual Workers	Tools and/or Equipment Necessary For The Task	Decisions to be made, List as Many Alternatives As Possible	Identify Possible Outcomes For Each Alternative

P. I. No. 4.3.1

Title: GAINING INFORMATION
FROM SPEAKERS



Activity

3

Suggested Instructional Goal:

Given the opportunity to hear several speakers in selected occupations, the student will be able to recognize the decision-making which must occur in the occupations.

Grade Level:

6-8

Subject Matter Area:

All areas

Time:

One to four
45-minute class
periods.

**Number of
Students:**

Total class

Materials:

Speaker information sheets
(See sample)

Procedures:

1. Invite 3 different speakers to talk to the class. (This activity works best if the speakers are from the following categories.
 - a. White collar (a bank executive)
 - b. Blue collar (plumber, carpenter, etc.)
 - c. Service (waitress, cook, police officer)
2. Send a pre-meeting information sheet to each of the speakers. (See sample)
3. Allow the student time after the presentation for asking questions relative to the decisions that are made in each occupation.
4. Additional discussion time may be used by the instructor to talk about the relative difficulty of the decisions made by the speakers and the relationship of the decisions to economic rewards.

Source: Duane Altig
Loretta Ness

PRE-MEETING INFORMATION SHEET FOR SPEAKERS

The class you will be speaking to is seeking information relative to the following questions:

1. The title of your job.
2. The general background or a description of the daily, weekly, etc. activities of your occupation.
3. Some details relative to the types of specific tasks you perform on a regular basis.
4. What decisions you must make in your occupation from the simplest to the most complex. (Give some examples.)

Questions that the students may ask will vary, but basically the questions will be related to the decisions, the possible alternatives, and outcome of the alternatives. The students will be primarily interested in the decision-making involved in your occupation.

It is important for the speakers to know:

1. Times and dates of their presentation.
2. Place -- type of room, etc.
3. Availability of any special audio-visual equipment, etc. they may wish to use.
4. Person to contact in case of changes in schedules or availability.
5. The numbers and ages of the audiences.

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE
WORLD OF WORK.

Course Goal 4.3

The student will be able to experience
examples of decision-making in occupa-
tional roles.

Suggested Performance Indicator 4.3.2

Given a case study involving value conflicts
on the job, the student will be able to identify
the decision-making necessary to resolve the
conflicts.

Description of Activities

1. Role Playing Value Conflicts (4-8)
In this activity the student will role play
simple school related situations involving
value conflicts. In class discussion the
students use the decision making process to
identify and resolve the problems.
2. "Win As Much As You Can" (6-8)
An activity in which the student participates
in a "Win as much as you can" activity, records
joint decision voting with a partner, identifies
conflicts which arose during the activity and
the decision making necessary to resolve the
conflicts.
3. "The Choice is Yours" (7-8)
In this activity the student will learn to use
the decision-making process, and to identify
value conflict as well as the decision making
necessary to resolve value conflicts in work.

P. I. No. 4.3.2

Title: ROLE PLAYING VALUE
CONFLICTS



Activity 1

Suggested Instructional Goal:

Given an opportunity to role play school related value conflict situations, the student will be able to participate in a class discussion to identify and resolve value conflicts.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

One 45-minute
class period

Number of Students:

Total class

Materials:

None

Procedures:

1. The teacher will read the sample situation to the class.
(See sample)
2. The teacher will lead the students in a class discussion using the decision making process to resolve the conflict in the sample situation. (See following page for sample discussion)
3. The teacher will have the students role play simple situations involving value conflicts similar to the one read in step 1.
4. The class will resolve the conflicts using the decision making process.



Source: Unknown
Adapted By: Duane Altig
Loretta Ness

**Procedures Continued:**

(SAMPLE)

SITUATION FOR ROLEPLAYING

Jim and Tom are best friends. They are working together in the classroom on an assigned report about honesty. The teacher leaves the room. Tom walks to the teachers desk, removes something from one of the drawers and returns to his desk.

1. Identify the problem. Jim must decide what to do about witnessing Tom's theft.
2. Discover the facts of the issue. What has made Tom steal (Did someone dare him)? Has he done it before? Is he likely to go on to steal other things? Does he feel guilty about it? etc.
3. Consider the alternatives. Jim can do nothing about his friend's action; he can tell the authorities.
4. Study the possible outcome of each alternative. What might happen if Jim doesn't tell? Will he lose Tom's friendship if he does? Etc.
5. Choose the best alternative and act on it. If Jim makes a choice as to what is best in this situation, he really doesn't confirm that choice until he acts on it.

This is a rather simple sample of a value conflict. For some students it is perhaps rather easy to decide what to do; for others it is more difficult. Whatever the case there are many similar situations in which students find themselves each day; often they are much more difficult than the one described above.

values which may be in conflict and then apply the steps of the problem solving process which were used in the case with Jim and Tom. Have them decide what choice they would make and how they would defend it.

Other simple situations can be created by placing two of these values in conflict.

- | | |
|-------------------------------|----------------------|
| 1. Getting ahead, advancement | 6. Power |
| 2. Making a profit | 7. Social Conformity |
| 3. Honesty | 8. Respect |
| 4. Obedience | 9. Spontaneousness |
| 5. Individuality | 10. Prestige |



Procedures Continued:

Possible subjects for situations:

1. Writing on wall with magic marker
2. Being a bully on the playground
3. Destroying property

* The teacher may wish to have students make up their own situations for roleplaying.



P. I. No. 4.3.2

Title: WIN AS MUCH AS YOU CAN



Activity

2

Suggested Instructional Goal:

Given an opportunity to participate in the "Win as much as you can" activity the student will be able to keep a record of their voting, participate in a class discussion identifying the conflicts which arose during the activity, and the decision-making necessary to resolve the conflicts.

Grade Level:

6-8

Subject Matter Area:

All areas

Time:

One 45-minute
class period

**Number of
Students:**

Total class

Materials:

One 3X5 card with a X on each card for each pair of students.
One 3X5 card with a Y on each card for each pair of students.
Student copies of tally sheets (see following pages)
Play dollars or some other form of exchange.

Procedures:

1. Each student is to select a partner with whom to work.
2. The teacher will divide the class into groups having four pairs of students in each group.
3. The teacher will give each pair in each group one 3X5 card with an X and one 3X5 card with a Y. The pairs will use these for voting.
4. The teacher will give each pair a tally sheet to study for several minutes. (See following pages for tally sheet.) The pairs will keep their tally sheet for recording their payoffs.
5. The teacher, acting as time keeper, will have the pairs follow the outline on the tally sheet. (See notes on voting and scoring.)
6. The class will discuss the conflicts which arose during the activity, if the conflicts were resolved, and the decision-making necessary to resolve the conflicts.

P.I. 4.3.2

ACTIVITY #2



P.I. 4.3.2

ACTIVITY #2

Y

WIN AS MUCH AS YOU CAN TALLY SHEETDirections:

For ten successive rounds you and your partner will choose an "X" or a "Y". The "pay-off" for each round is dependent upon the pattern of choices made in your group.

4 X's	Lose	\$1	Each
3 X's	Win	\$1	Each
1 Y	Loses	\$3	Each
2 X's	Win	\$2	Each
2 Y's	Lose	\$2	Each
1 X	Wins	\$3	Each
3 Y's	Lose	\$1	Each
4 Y's	Win	\$1	Each

Strategy: You are to confer with your partner on each round and make a joint decision. Before rounds 5, 8 and 10, you confer with the other pairs in your group.

Round	Time Allowed	Choice	\$Won	\$Lost	\$Balance
1	2 mins.	partner			
2	1 min.	partner			
3	1 min.	partner			
4	1 min.	partner			
5	3 mins. 1 min.	group partner			Bonus round: payoff is multiplied by 3
6	1 min.	partner			
7	1 min.	partner			
8	3 mins. 1 min.	group partner			Bonus round: payoff is multiplied by 5
9	1 min.	partner			
10	3 mins. 1 min.	group partner			Bonus round: payoff is multiplied by 10

Taken from:

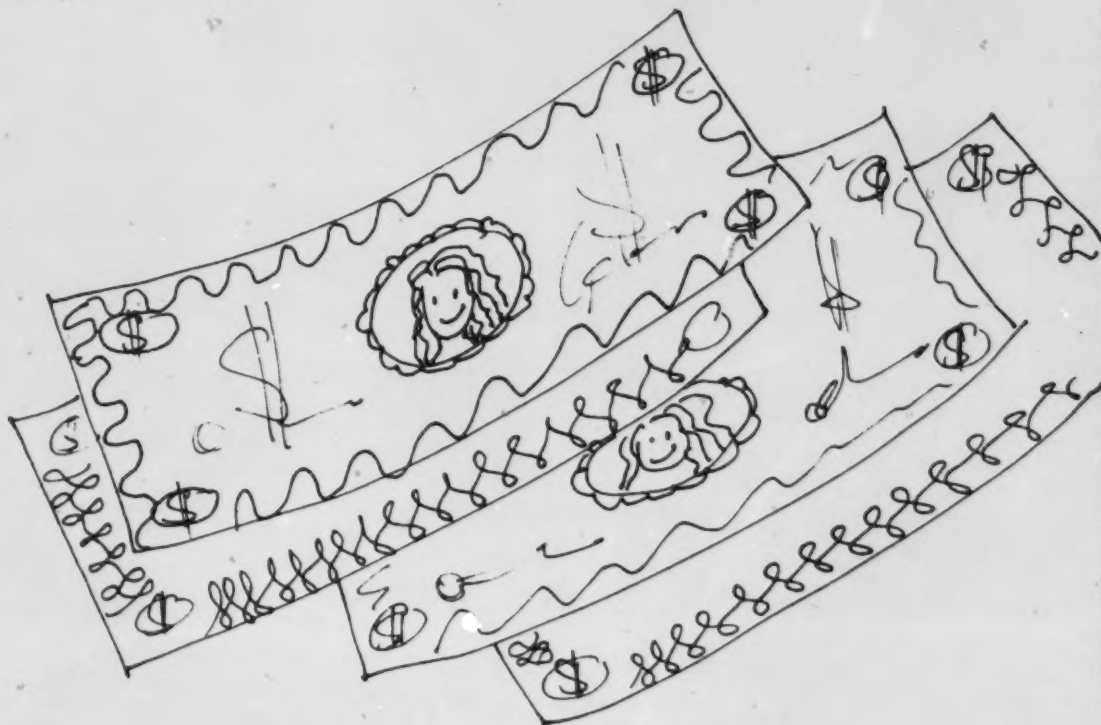
A Handbook of Structured Experiences for Human Relations Training, Vol. II,
Peiffer & Jones: University Assoc. Press 1970



Procedures Continued:

TEACHER NOTES ON VOTING AND SCORING

1. DO NOT explain to the class the purpose of the chart in the "directions" section of the tally sheet. (Let students make their own decisions on its meaning.)
2. The students ABSOLUTELY MAY NOT confer with anyone other than their partners except during rounds 5 - 8 - 10.
(See tally sheet).
3. Voting Procedures:
 - A. After the allotted time each pair in each group will indicate their vote by holding up either the "X" or "Y" cards.
 - B. Every pair in the group MUST vote at the same time.
 - C. The teacher will then award won and lost dollars based on the chart in the "directions" portion of the tally sheet.
 - D. Each pair will record their won or lost totals on their own tally sheet.



P.I. No. 4.3.2

Title: THE CHOICE IS YOURS



Activity

3

Suggested Instructional Goal:

Given a case study involving value conflicts in work, the student will be able to, while working with 2 other students, identify the decision-making necessary to resolve the conflicts.

Grade Level:

7-8

Subject Matter Area:

All areas

Time:

Four to five
45-minute class
periods.

Number of Students:

Total class

Materials:

Student copies of "The Choice is Yours"

Procedures:

1. The teacher will distribute handouts for "The Choice is Yours" activity. (See sample)
2. Each student will read the handouts and complete the five problem-solving steps for four of the seven cases given in the handout.
3. Students will volunteer to present their solutions to the cases. The class will discuss the problem solving process as well as the volunteer students solutions.

THE CHOICE IS YOURS*

"Values" are standards that a person uses to make choices and decisions about things that are important. We get our values from many different sources, such as parents, church, community, friends, etc." Even though he might not be aware that he is doing so, each person actually makes many value judgements every day. Sometimes, however, it is not very easy to choose what is most important. This is when it becomes necessary that each of us attempt to discover what his values are and what sort of process is involved when a person makes a value decision.

Often a value can be stated in just one simple sentence. For example, "It is very important that a person treat his friends honestly and fairly." This is a standard that may guide our behavior toward those we know. However, there are very few times when we are faced with a situation in which only one value is involved. Many times there is no "black and white" answer to what is most important, and we are forced to choose which value we are going to follow.

Let us consider, for example, the case in which Bob sees his good friend and classmate, Ted, steal a transistor radio from the large discount store near his home. Ted is sure that no one else has seen him except Bob and feels that he is secure in "getting away with it." Is Bob's course of action clear to him? Probably not. He may experience a conflict between two values that he holds:

- 1) It is good to be true and loyal to your friends.
- 2) It is good to be honest; stealing is wrong.

Obviously, Bob is going to have to make a choice. He cannot deny to himself that he has seen Ted steal, and so his actions, whatever they might be, will reflect the value choice that he has made. If he tells someone in authority about his friend's behavior, he is choosing value #2 as most important. By doing nothing, his lack of action shows that he considers value #1 as most important. Either way he chooses, Bob is taking the responsibility of making a decision about the way he acts based on a value that he holds.

Perhaps Bob is not totally at a loss in making a choice about Ted's behavior. If he treats the issue as he might any problem with which he is faced, he might think about these steps of the problem-solving process:

- 1) Identify the problem or question -- The problem in this case is what to do about witnessing Ted's theft of a transistor radio.
- 2) Discover the facts of the issue -- What has made Ted steal (Did someone dare him)? Has he done it before? Is he likely to go on to steal other things? Does he feel guilty about it? etc.

* Rath, Louis E.; Harmin, Merrill; and Simon B., Values and Teaching, pp. 57-59.

- 3) Consider the alternatives -- Bob can do nothing about his friend's action; he can tell the authorities; he can talk to Ted about it; Can you think of others?
- 4) Study the possible outcome of each alternative -- What might happen if Bob doesn't tell? Will he lose Ted's friendship if he does? etc.
- 5) Choose the best alternative and act on it -- If Bob makes a choice as to what is best in this situation, he really doesn't confirm that choice until he acts on it.

This is a rather simple example of a value conflict. For some it was perhaps rather easy to decide what to do; for others it was more difficult. Whatever the case, there are many more similar situations in which we find ourselves each day; often they are much more difficult than the one described above. To do some further thinking about value decisions, consider the following situations. Try to identify the value which may be in conflict in each case. State each in a simple sentence if you can. Then apply the steps of the problem solving process which were used in the case with Bob and Ted. What choice would you make? How would you defend it?

After you have looked at the following cases and made a value decision for each, try to identify one or two value conflicts of your own to present to your classmates. Keep your own value choices in mind.

- 1) Ben plans to become a doctor and knows he will have to work part-time to pay for his education. He can get a part-time job working at the hospital, but many of his friends have decided to take construction jobs which pay higher wages than the part-time hospital job and allow the friends to work together.
- 2) Jan works part-time in a department store selling fashions. Her manager asks her to stay and work one evening when Jan has already made plans to attend a football game with her boyfriend. The department is very busy and there is a shortage of salespeople to assist customers.
- 3) Louise works in an office where the hours are 8:30 to 4:30. A number of the employees leave the office at 4:25 in order to catch an early bus. Louise likes her job, but she also wants to be on good terms with the other employees.
- 4) You and several of your friends have a summer job which isn't very demanding, so you're pretty bored. Your friends decide to get drunk before work and want you to join them, or at least cover for them.
5. A girl doesn't know what to do because her boyfriend, who is also her employer, is "pushing" her sexually. Her parents and church have taught her that such behavior is something definitely to be reserved for marriage; her boyfriend tells her it is a natural experience in a male-female relationship; he therefore protests that she does not love him.

- 6) Sue works at a factory, at a simple, repetitive and monotonous task. Many of her co-workers who were previously as bored as she is seem to love their work if they do it under the influence of marijuana or even LSD. Sue is curious, but she knows that her parents are very frightened about the possibility of her taking drugs, and she has read some articles describing the dangers and uncertainties of the drugs.
- 7) Jack wants to make a great deal of money in his occupation so that he can have some of the things he has always wanted. However, he also feels a great need to help the under-privileged and work in a ghetto. He has just graduated from college and has been offered a \$15,000 job as a sales representative with a computer company and a \$7,000 job at a settlement house in the ghetto area of a fairly large city.

Now try to create one or two value conflicts of your own. Though these described above may or may not be "real" to you, attempt to describe a situation that would be "close to home" for you and your classmates.

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE
WORLD OF WORK.

Course Goal 4.3

The student will be able to experience
examples of decision-making in occupa-
tional roles.

Suggested Performance Indicator 4.3.3

Given the opportunity to select, the student
will be able to choose a course of study at
school which will lead to obtaining skills
necessary for the career area of his choice.

Description of Activities

1. Class Assignment Decision Making (4-8)
In this activity the student will make all
decisions, in relation to class assignments
for a period of two days. Through class dis-
cussion the students will identify problems,
alternatives and outcome of the alternatives.
2. Career Decisions and Training (7-8)
In this activity the student will select a worker
in an occupation he feels is successful and com-
plete a career decisions interview form. The class
will complete a display or bulletin board and ap-
praise the charted information as it relates to
career decisions and training.
3. Career Decision Forecasts (8)
This activity is designed to provide the students
with the important opportunity to plan for meeting
the skill requirements of their tentative career
choices.

Title: CLASS ASSIGNMENT DECISION
MAKING



Suggested Instructional Goal:

Given the opportunity to make all decisions in relation to completion of class assignments over a two day period, the student will be able to participate in a class discussion identifying problems, alternatives and outcome of the alternatives.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

Teacher determined

Number of Students:

Individual or
total class

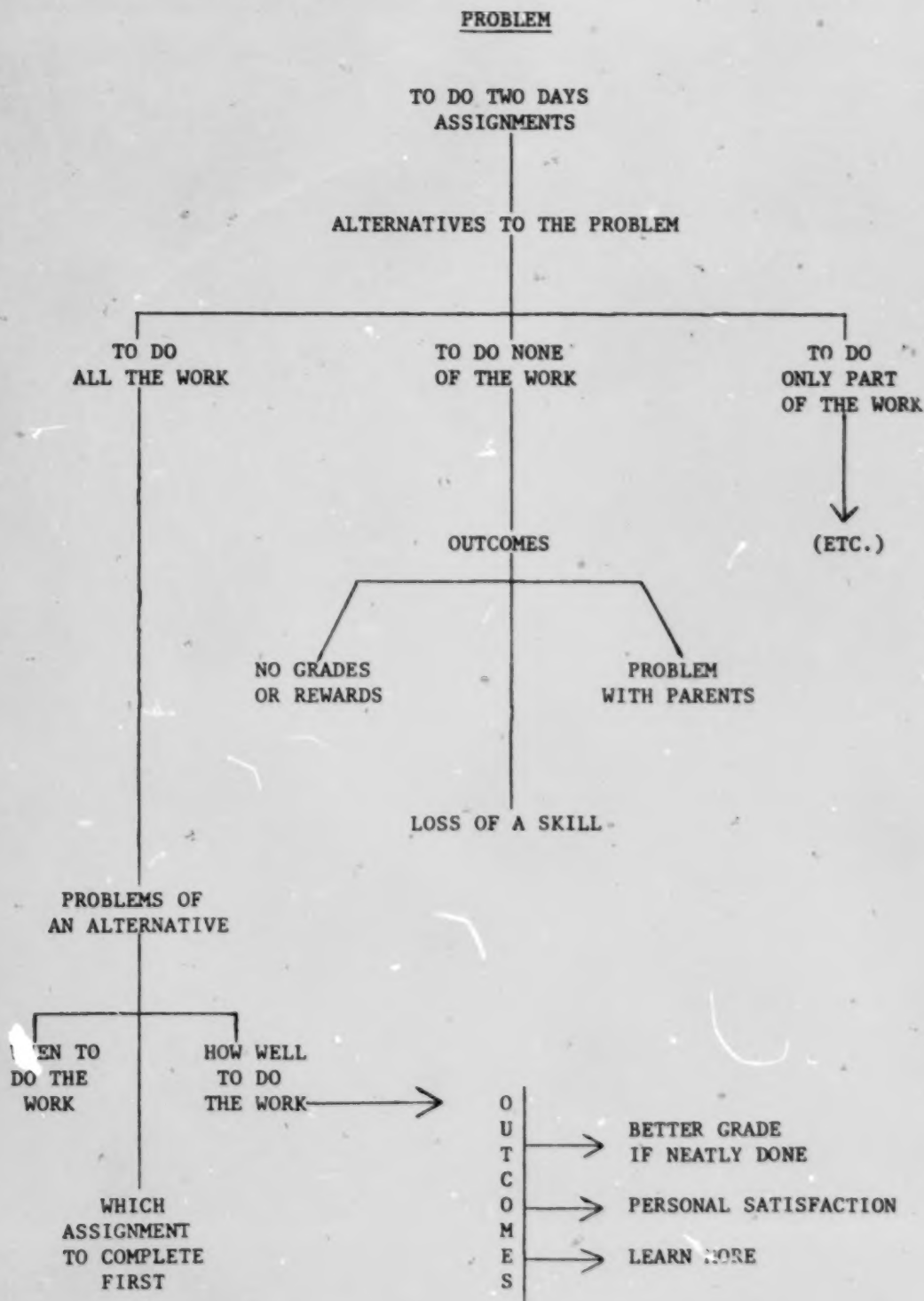
Materials:

None

Procedures:

1. The teacher will list the assignments the students will be expected to have completed over a period of two days. (This could be in one or more subject areas.)
2. All decisions made in relation to the assignments (completion, when, how, what, what degree, etc.) must be made by the student only. (This is necessary in order to arrive at the suggested instructional goal.)
3. At the close of the two day period the class will, through class discussion, identify problems, alternatives, outcome of the alternatives that each student encountered (see packet for possible alternatives).
4. If this activity is successful the teacher may wish to try the activity for a longer period of time (possibly 3 days). It may be that some students or classes may be able to make effective decisions on an even longer period of time (1 week).

Source: Duane Altig
Loretta Ness



F. I. No. 4.3.3

Title: CAREER DECISIONS IN TRAINING



Activity

2

Suggested Instructional Goal:

Having selected a worker in an occupation and completed a career decision interview form, the student will be able to participate in a classroom discussion appraising charted information as it relates to career decisions and training.

Grade Level:

7-8

Subject Matter Area:

All areas

Time:

Approximately three
45-minute class
periods

**Number of
Students:**

Total class

Materials:

Student copies of career decisions interview sheets.
(See following pages for sample form)

Procedures:

1. The class will discuss reasons people are considered successful in their occupations and the possible reasons people make occupational changes.
2. Each student will select and interview a worker he feels is successful in an occupation. (See following pages)
3. The class will construct a chart or bulletin board based on the findings from their interviews. (See the sample)
4. The class will evaluate the charted information - (frequency of change in relation to age, types of training, decisions made requiring additional training etc.)
5. The class will find the average number of occupational changes made per worker using the numbers of changes made from the interview sheets divided by the number of workers interviewed.

Source: Duane Altig
Loretta Ness

CAREER DECISIONS

INTERVIEW SHEET

P.I. 4.3.3

Occupation _____

Male ☐ Female ☐

Occupations From First Work Experi- ence to present Occupation	Age	Decisions Made Leading to Occu- pational Change	Decisions Made Requiring Addi- tional Training	Types of Training School, Experience, On-The-Job, etc.
1. Berry Picker	12			
2.				
3.		Person interviewed states decisions made resulting in occupational change.	Did decision require addi- tional train- ing?	List all colleges, training schools, etc.
4. Persons inter- viewed list no. of occupations and age when occupation held				
* Teacher should discuss interview form with the class				

ACTIVITY #2

(SAMPLE)

CLASS CHART OR BULLETIN BOARD

* (Males)

Age	Number of People Making Occupation Change	Types of Training Changes Required
12 - 20		
20 - 25		
25 - 30		
35 - 40		
45 - 45		
Over 50		*Teacher may wish to complete one chart for males and one chart for females and compare the two charts.

P.I. 4.3.3

ACTIVITY #2

P. I. No. 4.3.3

Title: CAREER DECISION FORECAST



Activity

3

Suggested Instructional Goal:

Given the necessary background information, the student will be able to successfully complete a career decision forecast for meeting the skill requirements of a tentative career choice.

Grade Level:

8

Subject Matter Area:

Social Studies, Language Arts

Time:

(time will vary)
Approx. 5-45 minute
class periods.

**Number of
Students:**

Total class or
individual students

Materials:

Student copies of Career Decision Forecast

Procedures:

1. The teacher will get the best results from this activity if some preliminary work has been done by the students in identifying their interests and exploring their specific occupational interests.
2. The teacher will distribute copies of the "Career Decision Forecast" to each student and explain how to complete the form. (See sample form)
3. It will be necessary to give input to the students in the form of high school counselors, a panel of high school counselors, a panel of high school students, offerings of high school courses by department heads, etc. (See list of possible sources)
4. The student will complete the forecast after obtaining the necessary input.

Source: Duane Altig



Procedures Continued:

SOURCES OF INFORMATION

1. Information for similar occupations
 - A. Dictionary of occupational titles
 - B. Occupational outlook handbook
 - C. Personal interviews
 - D. Occupation films
 - E. Occupation filmstrips
 - F. Cassette taped occupation interviews
2. Information for high school courses, etc.
 - A. High school counselors
 - B. High school department heads
 - C. Course outline booklets from the high school
 - D. List of high school graduation requirements (minimum standards)
 - E. Necessary high school registration materials



The four-year high school program I plan to complete to meet graduation and tentative occupational requirements:

FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			
6. _____			
7. _____			
8. _____			

The four-year plan of extra curricular activities which will aid me in my required skills development.

1. _____			
2. _____			
3. _____			
4. _____			
5. _____			

P.I. 4.3.3

ACTIVITY #3 (Continued)

CAREER DECISION FORECAST

Occupations With Similar Skills in Which I Am Interested	My Tentative Occupational Choices	Minimum Required Skills Of My Tentative Occupational Choice	Minimum Required Skills I Already Have (Check)	High School Graduation Requirements Which Will Meet The Required Minimal Skills	Other High School Courses Which Will Meet Required Minimum Skills Of My Tentative Occupational Choice	Other High School Courses Which Will Meet Minimum Graduation Requirements Which I Must Complete	To Meet High School Graduation Require- ments and the Min. Skills Required for My Tent. Occupatio- nal Choice I will Need These Courses:
1. _____		1. _____					
2. _____		2. _____					
3. _____		3. _____					
4. _____	1. _____	4. _____					
5. _____	2. _____	5. _____					
6. _____	3. _____	6. _____					
7. _____	4. _____	7. _____					
8. _____	5. _____	8. _____					
9. _____		9. _____					
10. _____		10. _____					
11. _____		11. _____					
12. _____		12. _____					
13. _____		13. _____					
14. _____		14. _____					
15. _____		15. _____					

Program Goal 4. Students will develop skills in decision-making, communicating, and creating as related to the world of work.

COURSE GOAL

SUGGESTED PERFORMANCE INDICATOR

The Student:

4.4 Will understand that opportunities for creative expression exist in the world of work.

The Student:

4.4.1 Given an opportunity to observe, will be able to identify the use of creativity in occupations.

4.4.2 Given an opportunity to observe, will be able to recognize the need for creative expression in the performance of occupational roles.

4.4.3 Given the opportunity to participate in activities, will be able to identify opportunities for creative expression in the world of work.



Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE
WORLD OF WORK.

Course Goal 4.4

The student will understand that oppor-
tunities for creative expression exist
in the world of work.

Suggested Performance Indicator 4.4.1

Given an opportunity to observe, the student
will be able to identify the use of creativity
in occupation.

1. Creativity in Occupations (4-8)
Students will explore the creativity of
jobs.
2. Creativity in Community Occupations (6-8)
Students will rate the creativity of occu-
pations and compare their rating with the
rating of workers in those occupations.
3. Identifying Creative Activities (6-8)
Students will observe and list the creative
activities of an occupation, and will write
"A Day In The Life Of _____."

P. I. No. 4.4.1

Title: CREATIVITY IN OCCUPATIONS



Activity 1

Suggested Instructional Goal:

Given the opportunity for a class discussion, the student will be able to identify the opportunities for creativity within specific occupations.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

1 - 45 minute
class period

Number of Students:

Total class

Materials:

None

Procedures:

1. The student will list the obvious creative occupations (e.g., artist; musician; teacher).
2. The student will list the occupations that are not so obviously creative. (Students must be able to support their choices if challenged by others.)
3. The class will discuss - Do some occupations offer no opportunity for creativity?
4. The student will identify a creative activity that workers in specific occupations may encounter.
5. The teacher may also wish to provide the students with a list of occupations and have the students rank order the list from the most to least creative opportunities offered in the occupation.

Steps in rank ordering:

1. Individually
2. Small groups of 3-5
3. Display group results
4. Discuss small group rank ordering
5. Attempt to reach a consensus rank order.

Source: Curriculum Writing Team

P. I. No. 4.4.1

Title: CREATIVITY IN COMMUNITY
OCCUPATIONS



Activity

2

Suggested Instructional Goal:

Given a list of occupations within the community, the student will be able to rate the amount of creativity involved in each, and then interview workers in those occupations for their own rating of the amount of creativity in their jobs.

Grade Level:

6-8

Subject Matter Area:

Social Studies

Time:

One 45 minute
class period

**Number of
Students:**

Total class

Materials:

Teacher supplied list of occupations found within
the community. (Sample enclosed)

Procedures:

The students will:

1. Rate their opinion of the amount of creativity inherent in specific occupations. (List supplied by teacher)
2. The students will visit workers in the community, asking them to rate the amount of creativity they experience in their occupations.
3. The students will return to the classroom and identify how many occupations the students and workers agreed upon in relation to a degree of creativity.

Source: Louie Cava
Janice Olson
Sande Ferrell



Occupations		Amount of Creativity			Examples of Creative Opportunities
		High	Medium	Low	
Plumber	Student				
	Worker				
Electrician	Student				
	Worker				
Beautician	Student				
	Worker				
Accountant	Student				
	Worker				
Service Station Mechanic	Student				
	Worker				
Veterinarian	Student				
	Worker				
Bus Boy	Student				
	Worker				

P. I. No. 4.4.1

Activity

3

Title: IDENTIFYING CREATIVE
ACTIVITIES



Suggested Instructional Goal:

Given the opportunity to visit a job site of his choice, the student will be able to list the creative activities of that occupation and write "A Day in the Life of (an observed job title)".

Grade Level:

6-8

Subject Matter Area:

All areas

Time:

One 45 minute
class period fol-
lowing a job obser-
vation.

**Number of
Students:**

Total class

Materials:

None

Procedures:

1. Each student will choose a job in which they are interested.
2. Each student will arrange for a job observation.
3. While on-site the student will list the creative activities they observe in which the worker is involved. (Students may want to interview the worker to discover other creative activities in which the worker participates.)
4. The students will discuss television shows depicting occupations. (e.g., Welcome Back Kotter, Barney Miller, Adam Twelve, Medical Center, etc.) The students will identify creative opportunities offered within the occupations depicted on T.V.

Notes for teacher emphasis:

1. Large no. of creative opportunities offered within short period of time.
2. Overall emphasis on successful creative efforts of T.V. characters.
5. Each student will write his own version of "A Day in the Life of Observed Occupation."

Source: Louie Cava
Janice Olson
Sandy Ferrell

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE
WORLD OF WORK.

Course Goal 4.4

The student will understand that
opportunities for creative expression
exist in the world of work.

Suggested Performance Indicator 4.4.2

Given an opportunity to observe, the student
will be able to recognize the need for creative
expression in the performance of occupational
roles.

Description of Activities

1. Creating in Clay (4-5)
Students will realize that creativity is
needed in producing an object from clay.
2. Creativity in School Work (4-6)
Students will explore their reactions to
a repetitive task and a creative task and
recognize there are levels of creativity
in work.
3. Creativity in Group Work (4-8)
Students will begin to realize that
creativity is increased by improving upon
the process used to reach a desired objective.

P. I. No. 4.4.2

Title: CREATING IN CLAY



Activity 1

Suggested Instructional Goal:

Given a piece of clay and the task of creating an object, each student will use his creativity to make his object unique.

Grade Level:

4-5

Subject Matter Area:

Social Studies

Time:

Two 45-minute
periods

Number of Students:

Total class or
small groups

Materials:

Modeling or ceramic clay

Procedures:

1. The class will discuss the many things we have today because of someones' creativity.
2. The teacher will give each member of the class a piece of clay, and the task of creating an object.
3. When the task has been completed, the class will discuss the things each student took into consideration when deciding on the object he planned to create.
(New use, attractive something he wants or needs, artistically pleasing.)
4. The students will look closely at the objects and observe how although many are basically the same, they are different because of the individual's creativity (slightly different shape, different designs...)

Source: Janice Olson
Sandy Ferrell

P.I. No. 4.4.2

Title: CREATIVITY IN SCHOOL WORK



Activity

2

Suggested Instructional Goal:

Given a repetitive and creative task, the student will explore his reaction to them and recognize that different people desire different levels of creativity.

Grade Level:

4-6

Subject Matter Area:

All areas

Time:

One or two
45-minute periods

Number of Students:

Total class

Materials:

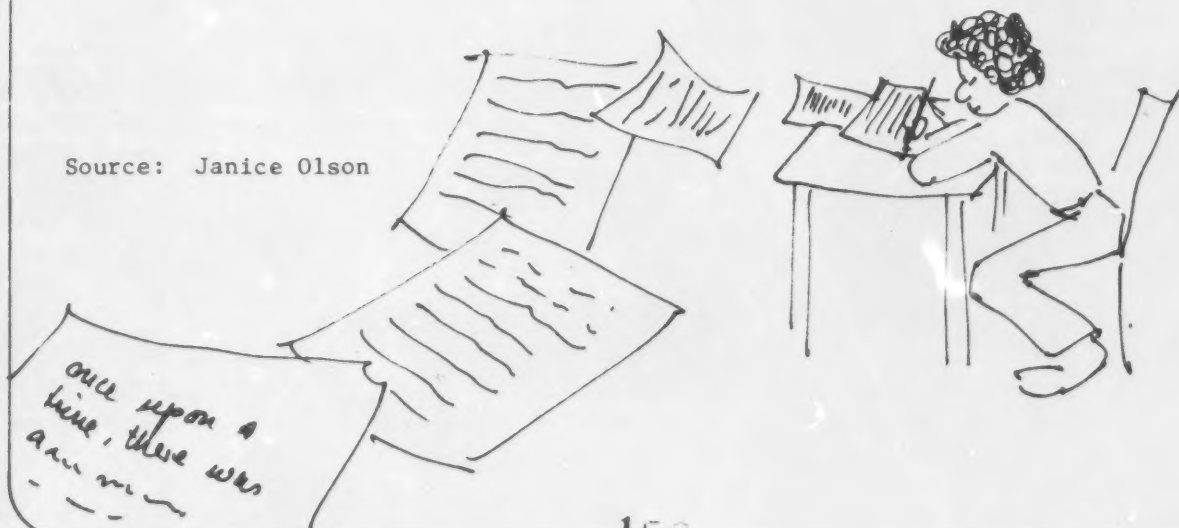
Two tasks for students to accomplish

Procedures:

The students will:

1. Be given two tasks, one repetitive, the other creative, i.e.: copying their spelling words 10 times and writing a story using their spelling words.
2. Explore - which activity was more enjoyable? Why?
3. Discuss why different people desire different levels of creativity within the same family of jobs (draftsperson and design engineer).

Source: Janice Olson



P. I. No. 4.4.2

Title: CREATIVITY IN GROUP WORK



Activity

3

Suggested Instructional Goal:

Given the opportunity to create and work on a group project, each student will state how developing an efficient group process improves the group's creative output.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

Two 45-minute
class periods

**Number of
Students:**

Total class

Materials:

Butcher paper, stapler, glue, poster paper, magazines

Procedures:

1. Create committees of 3-5 students.
2. Have each committee create a bulletin board, banner or pennant.
Possible subjects: specific or general careers, career day, people jobs, data jobs, thing jobs, etc.
3. The class will discuss the problems each group faced in deciding what they were going to develop and how the problems were solved.
4. The class will discuss the processes each group used to become efficient.
Was a leader appointed? A secretary? Did someone take charge of securing the materials? Was a master design developed and used? etc.
5. The students will evaluate the projects. Does it hold true that the group who was most efficient produced the most creative product?

Source: Janice Olson
Louie Cava

Program Goal 4

STUDENTS WILL DEVELOP SKILLS IN
DECISION-MAKING, COMMUNICATING,
AND CREATING AS RELATED TO THE
WORLD OF WORK.

Course Goal 4.4

The student will understand that
opportunities for creative expression
exist in the world of work.

Suggested Performance Indicator 4.4.3

Given the opportunity to participate in
activities, the student will be able to
identify opportunities for creative ex-
pression in the world of work.

Description of Activities

1. An Interested Person is an Interesting Person (4-8)
An activity in which students demonstrate and display their hobbies realizing that leisure time activities are vital to our life roles.
2. Individual Creative Expression (6-8)
A stitchery activity where students design and embroider a cover for the backs of their chairs.
3. Creative Collages (4-8)
An art activity where students gather materials, tools, parts, etc. of a certain occupation and construct a collage.

P. I. No. 4.4.3

Activity 1

Title: AN INTERESTED PERSON IS
AN INTERESTING PERSON



Suggested Instructional Goal:

Given the opportunity to explore leisure time activities, the student will, through participation and observation of hobbies, be able to identify how creative expression can be an integral part of the world of work.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

Approximately ten
45-minute class
periods (will vary)

Number of Students:

Total class

Materials:

Individual students hobbies

Procedures:

1. The teacher will review with the students their own life roles.
2. The teacher will explain that this activity will deal with using creative expression in their leisure time life role.
3. The class will discuss the benefits of having a hobby. The theme "An Interested Person is an Interesting Person" can be put on the bulletin board.
 - a. Suggestions to the teacher: Students can bring their hobbies and explain, display, and, if possible, demonstrate their hobbies.
 - b. An "I Need" chart can be put in the back of the room where students list items they need.
 - c. Some of these hobby displays can be used as subjects for a creative writing assignment.

Source: Janice Olson

P.I. No. 4.4.3

Title: INDIVIDUAL CREATIVE
EXPRESSION



Activity

2

Suggested Instructional Goal:

Given the opportunity to express themselves creatively, the student will be able to, through a stitchery project, design a burlap back cover for their chairs.

Grade Level:

6-8

Subject Matter Area:

Math, Art, Home Ec.

Time:

Approximately 15
45-minute periods.
(Time will vary)

**Number of
Students:**

Total class or
individual

Materials:

Color book
burlap
yarn needles

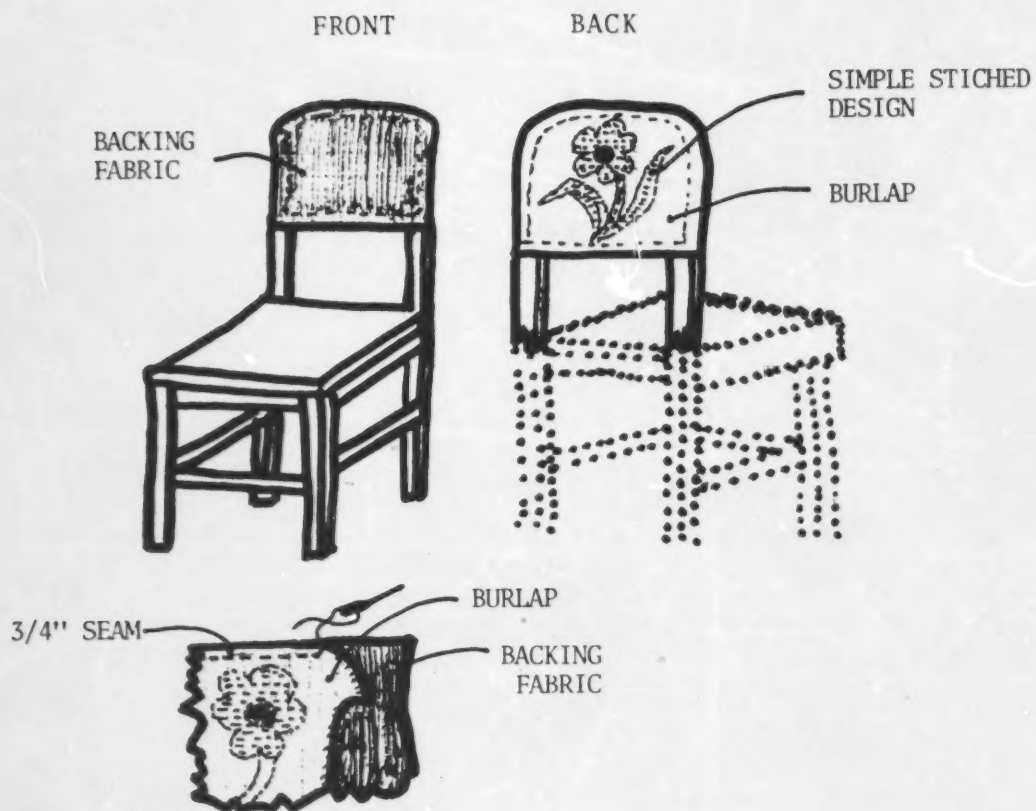
colored yarn
backing fabric
basic stitch sheet

Procedures:

1. The students measure the backs of their chairs adding a $\frac{3}{4}$ " seam allowance on three sides.
2. The students use these measurements to cut out a piece of white paper.
3. The students will create a simple design on the paper.
(Sample designs can be taken from a color book.)
4. The teacher can get basic stitch instructions from the library or County Extension Agent. These instructions should be duplicated so every student will have a copy.
5. The student should practice these stitches on a simple piece of fabric until he becomes proficient in a teacher determined number of kinds of stitches.
6. The teacher will cut burlap to fit the measurements taken by each student.
7. The students will transfer his design to the burlap.
8. The students will choose the colors and stitches they want to use to complete the design.
9. The students make use of the learned stitches to complete his design.
10. The students will cut out backing for the burlap piece. The backing can be made out of scraps of fabric or samples from a drapery store.
11. The backing can be attached to the sample by sewing machine or sewing by hand. (See the following page for illustration.)

Source: Developed By Loretta Ness

Adapted By Janice Olson





Suggested Instructional Goal:

Given the opportunity to construct a collage, the student will, through actual construction, be able to express his creativity as it relates to the occupation of his choice.

Grade Level:

4-8

Subject Matter Area:

All areas

Time:

Two 45-minute class periods after collecting materials

Number of Students:

Total class or individual

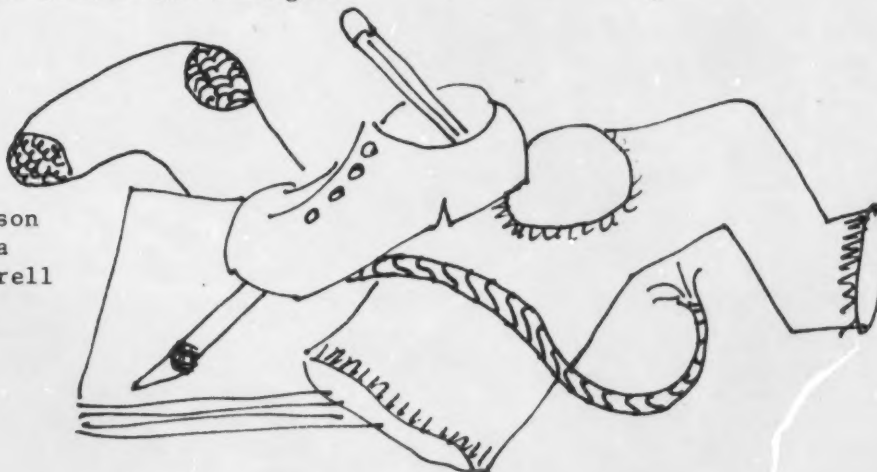
Materials:

Glue - objects students bring from home

Procedures:

1. The teacher will discuss collages with the class.
(See examples)
2. Each student will select an occupation as a theme for his collage.
3. Each student will gather tools, materials, parts, etc. that fit the occupation.
4. The students will attach the common materials on a piece of burlap, wood, material, or any backing they feel will work.
5. The teacher may wish to hang the student's collages in the room and the students can discuss the collages.

Source: Janice Olson
Louie Cava
Sandy Ferrell





Procedures Continued:

COLLAGE EXAMPLES

1. The student may select carpenter and use wood as a backing and spell out "carpenter" with nails. Some of the items can be:

Part of a tape measure

Building plan

Pencil

Screws

Sawdust

Etc.

2. The student may select teacher and use an old slate or a piece of cardboard painted black for backing. Some of the objects can be:

Plastic apple

Chalk

Red pencil

Student paper

Aspirin

Etc.

ACTIVITY ASSESSMENT

Date _____ Grade Level _____

Teacher _____

District (Name and Number) _____

School _____

P.I. and Activity # _____

	(high)	1	2	3	4	5 (low)
Student response						
Appropriateness to Grade level	1		2		3	
Appropriateness of Activity Procedures	1		2		3	
Appropriateness to student background	1		2		3	

Suggestions _____

ACTIVITY ASSESSMENT

Date _____ Grade Level _____

Teacher _____

District (Name and Number) _____

School _____

P.I. and Activity # _____

	(high)	1	2	3	4	5(low)
Student response						
Appropriateness to Grade level	1		2		3	
Appropriateness of Activity Procedures	1		2		3	
Appropriateness to student background	1		2		3	

Suggestions _____

ACTIVITY ASSESSMENT

Date _____ Grade Level _____

Teacher _____

District (Name and Number) _____

School _____

P.I. and Activity # _____

	(high)	1	2	3	4	5 (low)
Student response						
Appropriateness to Grade level	1					5
Appropriateness of Activity Procedures	1					5
Appropriateness to student background	1					5

Suggestions _____

